

Kindergarten Long Range Plan



Months & Weeks	Unit Topic/Theme	Worship	Arts	Communication Language/Literacy	English Language Arts & Literacy	Cognition, Knowledge Mathematics	Technology, Computer/Science	Social Studies
Standards North American Division of Seventh-day Adventist & NYS Kindergarten Learning Standards	Unit Sub-Topics: Represent the major inquiries of the theme. They build over time and require students to make connections across all content areas and Bible.	NAD Standards: God:1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5 The Bible 1.2.1, 1.2.2, 1.2.3 Creation: 1.3.1, 1.3.5 Worship & Church Life: 1.5.1, 1.2.3 Christian Living: 1.6.1 The Return of Jesus: 1.7.1, 1.7.2 NYS Standards: <i>Social & Emotional Development:</i> K.SEL.1., K.SEL.3., K.SEL.4	NAD Standards: Creative Expression, Fine Arts 5.2.1, 5.2.2, 5.2.3, 5.2.4, NYS Standards: Arts K. ARTS.10, K. ARTS.11, K. ARTS.17, K. ARTS.18., K. ARTS.19,	NAD Standards: Language & Communication 4.1.1, 4.1.2, 4.1.3 4.1.4, 4.1.5, NYS Standards: Communication, Language, and Literacy K. ELAL.1, K. ELAL.2., K. ELAL.3., K. ELAL.4, K. ELAL.14, K. ELAL.20.	NAD Standards: <i>Literacy</i> 4.3.1, 4.3.3, 4.3.6, 4.4.3, 4.4.4, 4.4.7, 4.5.1, 4.5.3 NYS Standards: English Language Arts & Literacy K. ELAL, K. ELAL.2, K. ELAL.2, K. ELAL.5., K. ELAL.7	NAD Standards: Mathematics 5.3.1, 5.3.2, 5.3.7, 5.3.10, 5.3.11 NYS standards: <i>Cognitive Knowledge:</i> Math: K. MATH.1., K. MATH.4., K. MATH.10 K. MATH.17.	NAD Standards: Technology 5.6.1, 5.6.2, 5.6.3 Science 5.4.1, 5.4.2, 5.4.5, 5.4.7, 5.4.8 NYS Standards: <i>Cognitive Knowledge computer</i> K-1.IC.1, K-1.IC.4, K-1.IC.6, K-1.IC.7 <i>Cognitive Knowledge: Science</i> K.SCI.4, K.SCI.7, K.SCI.8. K.SCI.12	NAD Standards: <i>Social Studies</i> 5.5.1, 5.5.2, 5.5.4, 5.5.10 NYC Standards: <i>Cognitive Knowledge: Social Studies</i> K.SOC.1, K.SOC.2, K.SOC.4, K.SOC.8, K.SOC.13., K.SOC.19
Week 1 August 8/24/26	Theme Beginning Off We Go Book: Hands as Warm as Toast by Lisa Himle	“Jonah” Memory Verse “To me, you are very dear, and I love you.” Isaiah 43:4.	Students will make faces showing different emotions such as happy, sad, nervous, and surprised using paper plates and other craft supplies	Letter Recognition- Children will be able to recognize and name uppercase and lowercase letters	Teacher will read story “Hands as Warm as Toast” Story talk or discussion	Number Recognition- Children will be able to recognize and name numbers from 1 to 20.	Students will observe the basic structures of plants, such as roots, stems, leaves, and flowers, and understand their roles in plant growth.	Children will learn and practice classroom rules, routines, and procedures. They will also discuss feelings and emotions, with a focus on the emotion 'happy.
Week 2 August 8/31/26	Theme Beginning Off We Go School Closed Labor Day 9/1/25 Book: This is our House by Michael Rosen	“Jonah and The Big Fish”. Memory Verse “Lord, you are kind and forgiving and have great love.” Psalm 86:5	Students will make a fish craft by decorating and assembling materials on a paper plate.	Phonemic Awareness- Children will identify and produce the beginning, middle, and ending sounds in words. Students will listen to the story and participate in activities that focus on identifying beginning sounds, rhyming words, and clapping out syllables in key vocabulary from the book.	Teacher will read story This is our House by Michael Rosen Story talk or discussion Students will recall and verbally share key events and characters from the story.	Counting Skills- Children will count objects accurately up to 20 and understand the concept of one-to-one correspondence. Students will Following simple instructions to complete the matching activity, showing the ability to follow step-by-step guidance.	Students will create a collage illustrating the different parts of a plant. During a Plant Scavenger Hunt, students will observe plants in their environment and identify a variety of shapes, sizes, and colors.	Children will learn about feelings and emotions, with a focus on being kind. They will take part in a discussion about how to show kindness to one another. Children will identify and explore different ways to show kindness to their classmates.

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Week 3 September 9/7/26	Theme 1: Heroes Let's be Friends School Closed Labor Day 9/7/26 Book This is our House by Michael Rosen	. "Zacchaeus" Memory Verse: "Love each other, as I have loved you". John 15:12	Students will create a paper plane and then use it to explore concepts like distance, speed, or direction.	Students will explore and act out the dialogue from <i>This Is Our House</i> to better understand character voices and emotions	Students will identify the letter B and recognize words that begin with the /B/ sound	Students will count the objects and color the corresponding number of boxes to show their answer.	Students will sort seeds by color, size, and texture, using different containers or trays to organize each category. Students will prepare to plant seeds in pots or seed trays and observe the growth process, learning how proper care helps seeds develop into plants.	Students will make emotion faces that represent friendly feelings such as happy, kind, or caring using paper plates, markers, yarn, and other craft materials.
				Student will choose a character from the story and draw a picture of them. Think about what they look like, how they might be feeling,	Students will practice recognizing, tracing, and writing the uppercase and lowercase letter B , while reinforcing the /b/ sound.	Students will count the objects, say the number aloud, and write the number.		
Week 4 September 9/14/26	Theme 1: Heroes Let's be Friends Book: A Family is Special by Darwin Walton	Friends are a gift from God. Memory Verse: "Love each other, as I have loved you". John 15:12	Students will follow step-by-step instructions to create a paper box, developing fine motor skills and spatial awareness	Students will recall and describe characters and events from the story.	Students will match uppercase letters with their lowercase counterparts to reinforce letter recognition and strengthen letter pair associations.	Sorting by sizes from smallest to largest. Estimating the number of counters in large jars.	Students will fill their pots with soil, plant their seeds, press them down gently, and cover them with a small layer of soil.	Students will identify the emotions shown in a picture and color the image to demonstrate their understanding of each emotion.
Week 5 September 9/21/26	Theme1: Heroes Let's be Friends Book: One Smile by Cindy Mckinley	"The Centurion's Servant" Memory Verse: "Do for other people what you want them to do for you. Luke 6:13	Students will create flowers using various craft materials to explore creativity and learn about the parts of a plant.	Students will practice writing their names correctly, using proper letter formation, spacing, and capitalization.	Students will practice associating the /k/ sound with the letter K by identifying the /k/ sound at the beginning of words like key, kitty, and kind.	Students will match written numbers to the corresponding quantity of objects to develop number recognition and counting skills	Students will use a small spray water bottle to water plants placed by the classroom window, observing how water and sunlight help plants grow.	Students will discuss examples of kind behaviors and why kindness is important.
				Students will engage in hands-on activities such as pouring, tweezing, tonging, sorting, and flower arranging to develop and strengthen fine motor skills.	After listening to the story One Smile, students will participate in a discussion to identify the main idea and explore how kindness can spread from one person to another.	Students will explore and understand the concept of 'equal to' by comparing and grouping objects to identify equal quantities.	Students will create a 'My Seed Journal' by drawing their planted seed and updating it with pictures or drawings to document the growth of their plant over time	Students will collaboratively create a kindness chart to reinforce positive social interactions and encourage kindness in the classroom

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Week 6 September 9/28/26	Theme1: Heroes Let's be Friends Book: Fox Makes friends by Adam Relf	"Jesus Heals the sick" Memory Verse: "Do for other people what you want them to do for you." Luke 6:13	Students will create friendship cards to express positive feelings and practice social skills such as kindness, empathy, and communication.	Students will demonstrate understanding of the story by correctly sequencing major events.	Students will reinforce letter-sound associations through visual and hands-on engagement.	Students will use a number line (0–20) to identify and compare numbers as fewer than, more than, or equal to 10.	Students will identify common animals by name and appearance.	Students will be able to identify different types of weather, including sunny, windy, rainy, and snowy.
				Students will retell the story in their own words using the sequenced cards.	Students will develop fine motor skills by coloring each letter.	Students will develop number sense by placing markers or objects accurately on the number line.	Students will demonstrate understanding of animals by mimicking their sounds and movements.	Students will be able to recognize that different places can have different kinds of weather.
Week 7 October 10/5/26	Theme1: Heroes Let's be Friends Book: Winners Never Quit by Mia Hamm	"Four Faithful Friends" Memory Verse: "Don't get tired of helping others." Galatians 6:9	Students will recognize and discuss the shape and design of a soccer ball, building shape and pattern awareness.	Students will identify words that begin with the /s/ sound, such as "soccer" and "sock."	Students will listen to the story "Mia Hamm: Winners Never Quit!" to identify the main idea and understand the importance of perseverance and sportsmanship.	Students will compare two groups of objects and identify which group has a greater number.	Students will use drawing and coloring to represent their favorite animal, developing fine motor and artistic expression skills.	Students will be able to identify weather symbols for sunny (sun), rainy (raindrops), snowy (snowflake), and windy (wavy lines).
				Students will strengthen phonemic awareness by listening for and isolating the initial /s/ sound in spoken words.	Students will make personal connections to the theme of not giving up, even when things are hard.	Students will use comparative language such as "more than" and "less than" to describe their reasoning.	Students will identify and name an animal of their choice, demonstrating knowledge of animal characteristics.	Students will be able to match each weather symbol to the correct type of weather.

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Week 8 October 10/12/26	Theme 1: Heroes Let's be Friends School Closed (Columbus Day) 10/12/26 Book: Bein with You this Way by W. Nikola Lisa	Two Sisters Mary & Martha Memory Verse "I always thank my God for you." 1 Corinthians 1:4	Students will express creativity and make choices about color, texture, and placement while constructing their tree collage.	Students will recognize and name words that begin with the /f/ sound (e.g., fish, frog, fan).	Students will identify the letter "F" and associate it with the /f/ sound.	Students will classify bugs based on observable attributes (e.g., color, size, number of legs, type).	Students will identify and classify animals into the correct vertebrate groups (e.g., birds, fish, mammals, reptiles, amphibians).	Students will be able to identify the four seasons: spring, summer, fall, and winter.
				Students will practice phonemic awareness by listening for and repeating the /f/ sound in spoken words.	Students will strengthen letter-sound correspondence skills through songs, chants, or hands-on activities.	Students will use math vocabulary such as "more," "less," "same," "estimate," and "group" to describe their observations and thinking.	Students will demonstrate understanding of vertebrates by matching animals to their group and placing them on a "backbone" chart.	Students will be able to recognize that the Earth has four seasons and that each season has different weather.
Week 9 October 10/19/26	Theme 2: My World and Others Who's My Neighbor? Book: Me on the Map by Joan Sweeney.	"A Place to rest and a new Baby Boy" Memory Verse: "You will know that your home is safe." Job 5:24	Students will follow step-by-step directions to create a paper umbrella, developing fine motor skills such as cutting, folding, and gluing.	Students will strengthen phonemic awareness and letter-sound correspondence through listening, speaking, and writing activities.	Students will understand that maps are tools used to locate places and navigate spaces.	Students will develop early math and critical thinking skills by identifying similarities and differences among items.	Students will explore characteristics of different animal groups through interactive, hands-on learning.	Students will recognize that a home is a special and important place where people live and feel safe.
				Students will identify the /m/ sound at the beginning of words such as "map" and "me."	Students will listen attentively to the story "Me on the Map" to understand concepts of place and location.	Students will use geo-boards and rubber bands to create and explore geometric shapes.	Students will practice speaking and listening skills by sharing their drawing and explaining why they chose that animal.	
Week 10 October 10/26/26	Theme 2: My World and Others Who's My Neighbor? Book: Adele & Simon by Barbara McClintock	"Alive Again" Memory verse: "A friend loves at all times. He is there to help when trouble comes." Proverbs 17:17	Students will engage in creative and imaginative activities related to rainy weather to build understanding of weather conditions.	Students will identify and produce the /c/ sound at the beginning of words such as "cat."	Students will listen to the story "Adele & Simon" to develop listening comprehension and sequencing skills.	Students will develop fine motor skills by stretching and placing rubber bands accurately on the geo-board pegs.	Students will recognize that animals come in many shapes, sizes, and types, including tame (domesticated) and wild animals.	Students will identify and describe different types of homes (e.g., house, apartment, trailer, hut, igloo).

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Week 11 November 11/2/26	Theme 2: My World and Others Who's My Neighbor? Book: Be My Neighbor by Maya Aimeria	"Namaan & the Dirty River" Memory verse: "Be kind to each other." Ephesians 4:32	Students will express creativity and make design choices while learning about color, light, and transparency.	Students will identify and produce the /n/ sound at the beginning of words such as "neighbor."	Students will listen to the story "Be My Neighbor" to learn about kindness, community, and what it means to be a good neighbor.	Students will measure objects using non-standard tools (e.g., blocks, hands, paper clips) and standard tools (e.g., rulers, measuring tapes).	Students will identify and name a variety of animals from around the world (e.g., kangaroo, leopard, seal, macaw), learning about their features and habitats.	Students will make personal connections by sharing information about their own homes and comparing with others
Week 12 November 11/9/26	Theme 2: My World and Others Who's My Neighbor? School Closed Veterans Day 11/11/26 Book: Career Day by Anne Rockwell	"God Gives Manna" Memory verse: You can be sure that God will take care of everything you need." Philippians 4:19	Students will identify basic bird features (such as beak, wings, feathers) and include them in their creations.	Students will identify and produce the /j/ sound found at the beginning of words such as "job," "judge," and "jacket."	Students will listen to the story "The Career Day" to learn about different jobs and community helpers.	Students will explore and compare standard and non-standard units of measurement.	Students will identify animals that are commonly kept as pets (e.g., dog, cat, fish, bird).	Students will develop vocabulary and understanding related to families, shelter, and community living.
Week 13 November 11/16/26	Theme 3: Living Things Deep in the Forest Book: When Rain Falls by Melissa Stewart.	"The Creation Story" Day 1-4 "In the beginning God created the heavens and the earth." Genesis 1:1	Students will express creativity and make personal design choices in decorating their paper umbrellas.	Students will identify and produce the /r/ sound at the beginning of words such as "rain," "run," and "ring."	Students will listen to the story "When Rain Falls" to learn how rain affects animals, plants, and the environment.	Students will understand the purpose of standard measurement for accuracy and consistency.	Students will draw a representation of their body to identify major external body parts (e.g., head, arms, legs).	Students will identify the roles and responsibilities of family members and community helpers.
Week 14 November 11/23/26	Theme 3: Living Things Deep in the Forest School Closed (Thanksgiving Days) 11/26/26 & 11/27/26 Book: Where Would I be in an Evergreen Tree by Jennifer Blomgren	"The Creation Story" Day 5-7 "God made the world and everything in it." Acts 17:24	Leaf rubbing Students will explore the texture and structure of leaves by creating leaf rubbings using crayons and paper.	Students will listen to the story "Where Would I Be in an Evergreen Tree?" to explore forest habitats and the animals that live in them.	Identify the Letters "am": Students will be able to recognize the letters "am" and its sound.	Students will measure objects using both standard and non-standard tools and explain the differences in results.	Students will participate in a class discussion to learn about and identify basic internal body parts (e.g., heart, lungs, stomach, brain).	Students will understand how families and communities work together to support and care for one another.

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Week 15 November 11/30/26	Theme 3: Living Things Deep in the Forest Book: Good night, Owl by Pat Hutchins.	"God Creates the World" Memory verse: "God looked at everything he had made, and it was good." Genesis 1:31	Students will explore natural materials by using pine needles to create art, enhancing sensory awareness and creativity.	Students will identify and produce the /o/ sound at the beginning of words such as "owl," "oak," and "oat."	Students will demonstrate understanding by retelling the story in order using a storyboard or visual aids.	Students will count objects accurately and represent quantities by coloring boxes on a ten-frame	Students will identify different ways the brain helps them think, feel, move, and learn through listening and viewing activities.	Students will identify the role of a doctor as a community helper who keeps people healthy and takes care of them when they are sick. Students will recognize tools and places associated with doctors (e.g., stethoscope, clinic, hospital).
				Students will build phonemic awareness by listening for, repeating, and identifying words that begin with the /o/ sound.	Students will strengthen language and literacy skills through speaking, listening, and storytelling activities.	Students will develop number sense and understand the concept of quantities up to 10 using visual representation	Students will demonstrate understanding by creating a poster that illustrates how their brain helps them in daily life.	
Week 16 December 12/7/26	Theme 3: Living Things Deep in the Forest Book: When we go Camping by Margriet Ruurs	"The Garden of Eden" Memory verse: "Then the Lord God planted a Garden...in a place call Eden" Genesis 2:8	Students will explore shapes, patterns, and creativity while designing their own stars.	Identify the Letters "at": Students will be able to recognize the letters "at" and its sound.	Students will listen to the story "When We Go Camping" to build comprehension and vocabulary related to camping and nature.	Students will strengthen one-to-one correspondence and early math skills through hands-on counting and coloring.	Students will build self-awareness and vocabulary related to brain functions through discussion and creative expression.	Students will identify the role of an arborist as a community helper who takes care of trees and keeps them healthy.
Week 17 December 12/14/26	Theme 4: Spiritual Journey: Giving Gifts Book: "Winter's Gift" by Jane Monroe Donovan.	"Beginning with a Gift" Memory verse: "For God so loved the world that He gave His only begotten Son that whosoever believeth in Him shall not perish, but have everlasting life." John 3:16.	Children will collect items outside to create a nature collage.	Students will be able to read simple CVC (consonant-vowel-consonant) words containing the letters "at" (e.g., "fat," "hat"). Spell and Write Words with "at": Students will be able to spell and write simple words that include the letters "at."	Students will be able to say simple sentences using the word "at" (e.g., "I am at school."). Students will develop basic sentence structure skills and vocabulary through speaking and writing activities.	Students will identify and name basic shapes such as stars, circles, squares, and triangles commonly seen during the holidays. Students will understand that lungs fill with air when we breathe in and release air when we breathe out.	Students will observe and describe how lungs work by participating in a hands-on demonstration using a balloon to represent lung function.	Students will learn about tools and tasks arborists use to plant, prune, and protect trees. Students will build environmental awareness and appreciation for nature by understanding how arborists help care for the community.

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Week 18 December 12/21/26	Theme 4: Spiritual Journey: Giving Gifts School Closed Christmas recess 12/21/26-1/1/26 Book "Christmas Day in the Morning" by Pearl S. Buck.	"Gift exchange" Memory verse: "Today your Savior was born in the town of David. He is Christ, the Lord." Luke 2:11	Students will use various art materials (e.g., crayons, markers, stickers) to mark, decorate, and design heart shapes.	Read and spell the word "to". Identify the Letters "to": Students will be able to recognize the letters "to" and its sound.	Teacher will read story: "Christmas Day in the Morning" Children will discuss and retell the story on the story board.	Students will identify, create, and extend simple repeating patterns using colors, shapes, numbers, or objects.	Students will explore how blood moves through the body by observing red-colored water traveling through clear straws as a model of blood flow in veins and arteries.	Students will identify the role of a farmer as a community helper who grows food and takes care of animals. Students will recognize the importance of farms in providing fruits, vegetables, dairy, and meat for the community.
Week 19 December 12/28/26	Theme 4: Spiritual Journey: Giving Gifts Book: "The Best Present" by Robert Robinson.	"The Great Gift exchange" Memory verse "Thank God for his Son—a gift too wonderful for words!" 2 Corinthians 9:15	Students will use drawing and writing to create and share personal or imaginative stories related to holidays.	Read and spell the word "go". Identify the Letters "go": Students will be able to recognize the letters "go" and its sound.	Students will demonstrate understanding by asking open-ended questions about characters, events, and the meaning of the story.	Students will understand addition as combining two groups of objects to find a total. Students will count the number of objects in each group and find the total when the groups are combined.	Students will develop an understanding of the circulatory system by connecting the movement of liquid in straws to how blood travels through tubes (blood vessels) in the body.	Students will build vocabulary and understanding of farm life through discussion, stories, or related hands-on activities.
Week 20 January 1/04/27	Theme 5: Friends and Family We Are Family Book: "Dad and Me in the Morning" by Patricia Lakin	"Baby Moses" Memory Verse: "Love each other deeply with all your heart." 1 Peter 1:22	Students will make connections between art and nature by discussing how trees look and change during winter.	Students will identify and produce the /s/ sound in words such as sun, sand, seagull, seashells, sea stars, and seaweed.	Teacher will read story "Dad and Me in the Morning" Children will retell story on felt board. Children will count the syllables in words, or supply rhyming words from reading vocabulary.	Students will be able to complete simple addition sentences using the total number of objects from two groups.	Students will strengthen observation and inquiry skills through hands-on experimentation and guided discussion. How blood travels through tubes (blood vessels) in the body.	Students will identify the role of an ophthalmologist (eye doctor) as a community helper who examines and cares for people's eyes and vision. Students will learn about tools used by eye doctors (e.g., eye chart, light scope, lenses) and where they work.

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Week 21 January 1/11/27	Theme 5: Friends and Family, We Are Family Book: Grandfather Counts by Andrea Cheng.	“Moses Through the Burning Bush” Memory verse: “Offer each other a helping hand.” Galatians 6:2	Students will create a panda mask using craft materials to explore animal characteristics and express creativity.	Break Words into Syllables: Identify Syllables: Students will be able to break words into their individual syllables.	Students will listen to the story “Grandfather Counts” to explore themes of family, language, and connection across generations.	Understand Basic Subtraction: Students will understand subtraction as taking away from a group to make a smaller group.	Students will explore ways to protect the skin by placing bandages and dressing dolls with appropriate clothing in the dramatic play area.	Students will build awareness of eye health and safety through discussion, visuals, or pretend play related to visiting the eye doctor.
				Improve Phonemic Awareness: Students will develop a better understanding of how words are constructed from smaller sound units.	Students will demonstrate comprehension by identifying and describing what happened at the beginning, middle, and end of a story.	Students will demonstrate understanding of subtraction by taking away a group from a larger set and determining how many are left.	Students will develop an understanding of basic self-care and safety by role-playing how to care for skin injuries and stay protected (e.g., from sun, cold, or scrapes).	
Week 22 January 1/18/27 School Closed (Martin Luther King Day) 1/18/27	Theme 5: Friends and Family, We Are Family Book: Sam and the Lucky Money by Karen Chinn.	“God Parting the Red Sea” Memory Verse: “Praise the Lord, for the Lord is good; celebrate His wonderful name.” Psalm 135:3	Students will create Chinese lanterns using paper and craft materials to explore cultural traditions and develop fine motor skills.	Enhance Reading Skills: Students will improve their ability to decode and read words by recognizing syllable patterns Students will be able to blend syllables together to form complete words.	Teacher will read story “Sam and the Lucky Money”. Story discussion. Children will take turns sequencing the story on felt board beginning, middle and end.	Students will use objects, drawings, or fingers to model subtraction problems and explain their thinking.	Students will identify and describe the five senses (sight, hearing, touch, taste, and smell) and the body parts associated with each.	Students will be able to identify the difference between a map and a globe. Students will be able to identify and point to the land and water on a globe.
Week 23 January 1/25/27	Theme 5: Friends and Family, We Are Family Book: Mama Panya’s Pancake by Mary and Rich Chamberlin	“God Provides in the Desert” Memory verse: “I trust in you, my God!” Psalm 25:2	Students will create a sunray craft using paper, glue, and other materials to explore the shape and symbolism of the sun.	Improve Phonemic Awareness: Students will develop a better understanding of how syllables combine to make words.	Students will draw a picture of your favorite part of the story Mama Panya’s Pancakes. Then write one sentence about what happened in the story.	Students will use related addition and subtraction facts to solve simple subtraction problems using cubes.	Sense of Touch Children will explore and describe objects using their sense of touch to build sensory vocabulary and observation skills.	Students will be able to identify the land and water on a globe by coloring the land green and the water blue.

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Week 24 February 2/01/27	Theme 6: Environment: Brrrr! It's Cold! Book: The Bravest Dog Ever by Natalie Sandiford.	"A Sick Boy is Made Well" Memory verse: "I am with you and will take care of you." Jeremiah 1:19	Students will strengthen fine motor skills and explore texture by tearing and gluing tissue paper to create a snowstorm scene.	Enhance Reading Skills: Students will improve their ability to decode and read simple words by recognizing the sounds and blending syllables.	Students will listen to the story "The Bravest Dog Ever" and demonstrate understanding.	Students will look at pictures and tell whether the pictures show addition or subtraction by describing what is happening in the images.	Students will use their sense of touch to explore and describe different textures, identifying how objects feel (such as rough, smooth, soft, or hard).	Students will be able to identify continents as large areas of land and oceans as large bodies of salt water.
Week 25 February 2/8/27	Theme 6: Environment: Brrrr! It's Cold! Book: Mama, do you Love Me? By Barbara Joosse.	"The Prodigal Son" Memory verse: "I will love you forever!" Isaiah 54:8	Students will identify and match the colors red, yellow, and green by creating a traffic light craft, reinforcing color recognition and fine motor skills.	Phonemic Awareness Students will blend and segment individual phonemes in simple words Simple Word Construction Students will use letter-sound knowledge to build simple CVC (consonant-vowel-consonant) words, such as "cat" or "dog."	Students will listen to the story <i>Mama, Do You Love Me?</i> and discuss the characters' feelings to understand how love is shown, even during difficult emotions or behavior.	Students will practice counting aloud from 1 to 100 to build number recognition, develop one-to-one correspondence, and strengthen number sequencing skills.	Children will explore their sense of hearing by using musical instruments to create sounds and describe the sounds they hear using simple words (e.g., loud, soft, high, low, fast, slow).	Students will be able to distinguish between land and water by identifying continents and oceans on a map or globe.
Week 26 February 2/15/27	Theme 6: Environment: Brrrr! It's Cold! School Closed (Winter Break) 2/15/27-2/19/27 Book: Alaskan Animal Babies by Deb Vanasse.	"The Boy's Lunch" Memory Verse: "Your Father knows exactly what you need." Matthew 6:8,	Students will use clay to create three-dimensional forms, developing fine motor skills, creativity, and understanding of shape and texture.	Fiction vs. Nonfiction Students will identify and discuss the differences between fiction (imaginary) and nonfiction (real/fact) books by exploring examples of each and explaining how they know which is which. Students will observe the cover of a book and make a prediction about whether the book is fact (nonfiction) or fiction by using picture clues and the title.	Students will listen to the story <i>Alaskan Animal Babies</i> and discuss the names, characteristics, and habitats of different baby animals to build understanding of animals that live in Alaska. Students will recall information from the story and demonstrate comprehension by drawing and writing about their favorite Alaskan baby animal.	Students will build and count sets of 10 using Unifix cubes to practice grouping by tens and understand that 10 sets of 10 equal 100. Students will build understanding of skip counting by 5s to 100 by creating and organizing sets of 5 and recognizing patterns in numbers.	Students will use their sense of hearing to identify and describe different sounds, building listening skills and sound awareness Students will design and create a model of an ear with the intention that it could hear, exploring the basic function and structure of the ear and how it helps us sense sound.	Students will be able to identify the seven continents by correctly coloring them on a map while following directions.

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Week 27 February 2/22/27	Theme 6: Environment: Brrrr! It's Cold! Book: The Emperor's Egg by Jane Chapman.	"Do You Love Me" Memory Verse: "I made you and I will care for you." Isaiah 46:4	Students will use paper plates and craft materials to create a penguin, developing fine motor skills, following step-by-step directions, and exploring animal characteristics through creative expression.	Students will use letter tiles or magnetic letters to build and write simple words. Students will write words from dictation or using word-building activities.	Students will listen to the story <i>The Emperor's Egg</i> and discuss key facts about emperor penguins, including how they care for their eggs, live in cold climates, and work together as a family.	Students will recognize and understand the pattern of counting by 2s up to 24. Students will correctly count aloud by 2s from 2 to 24.	Students will use their sense of smell to explore and identify various scents at different stations, and discuss their observations with peers to build sensory vocabulary and communication skills.	Students will be able to identify common landforms, including hills, mountains, and valleys.
Week 28 March 3/01/27	Theme 7: Personal Feelings and Growth: Wonderfully Made Book: The Growing Story by Ruth Krauss	"Daniel and His Friends Obeyed God" Memory verse: "Even children are known by the way they act." Proverbs 20:11	Students will develop fine motor skills and body awareness by tracing and coloring the outline of their feet, and exploring size, shape, and creativity through decoration.	Students will recognize and read high-frequency sight words (e.g., "the," "and," "is"). Students will use sight words in simple sentences and stories.	Students will listen to <i>The Growing Story</i> and demonstrate comprehension by identifying and sequencing the beginning, middle, and end of the story.	Counting with Objects Students will count objects in pairs (e.g., counting pairs of blocks) to reinforce counting by 2s.	Students will use their sense of smell to explore and identify a variety of familiar scents and describe them using sensory vocabulary.	Students will be able to identify a hill as a raised area of land and recognize different types of hills by observing pictures or models.
Week 29 March 3/8/27	Theme 7: Personal Feelings and Growth: Wonderfully Made Book: The Busy Body Book by Lizzy Rockwell	"Daniel Taken to Babylon" Memory verse: "Chose what is right and reject what is wrong" Isaiah 7:15	Students will create people puppets using craft materials to explore creativity, develop fine motor skills, and represent people in their lives or community roles.	Recognizing Short Vowel Sounds Students will identify and pronounce short vowel sounds in words (e.g., /a/ in "cat," /e/ in "pen," /i/ in "sit," /o/ in "pot," /u/ in "cup").	Students will listen to <i>The Busy Body Book</i> and demonstrate comprehension by discussing different types of physical activity and drawing their favorite exercise from the story, accompanied by a simple sentence	Students will group objects in sets of 2 and count the total number of objects by adding each pair.	Students rotate through the stations and lift the lids one at a time to smell and discuss observations (think pair share)	Students will be able to identify a mountain as a very high, raised area of land and compare it to a hill by recognizing that a mountain is much larger than a hill.

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Week 30 March 3/15/27	Theme 7: Personal Feelings and Growth: Wonderfully Made Book: Happy, Healthy Me by Stuart J. Murphy	"Daniel's Dream" Memory Verse: "I will come and get you, so that you will always be with me." John 14:3	Students will learn about koi fish and express creativity by designing their own fancy koi using shapes, patterns, and colors, developing fine motor skills and an appreciation for aquatic life and cultural art.	Students will distinguish between short vowel sounds and other vowel sounds by sorting spoken or written words based on their vowel sound.	Students will listen to the story Happy, Healthy Me and discuss healthy habits. They will demonstrate understanding by writing a simple health contract that includes choices they can make to stay healthy.	Students will sort coins by type (penny, nickel, dime, quarter) and begin to recognize and learn the value of each coin through hands- on exploration and discussion.	Students will explore their sense of taste by safely tasting small samples of different foods (e.g., sweet, salty, sour) and describing each taste using sensory vocabulary.	Students will be able to identify a valley as low land between hills or mountains and recognize that valleys can be narrow or wide.

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Week 31 March 3/22/27	Theme 8: Yesterday: Moving On Book: Papa and the Pioneer Quilt by Jean Van Leeuwen	“Abram Follows God” Memory verse: “Those who follow my ways are happy.” Proverbs 8:32	Students will explore the concept of a shooting star through art or movement by creating a shooting star craft or pretending to move like a star streaking through the sky, promoting creativity and motor skill development.	Students will identify and sort a set of words into categories based on their short vowel sounds (a, e, i, o, u), demonstrating phonemic awareness and vowel recognition.	Students will listen to the story Papa and the Pioneer Quilt, participate in a discussion to recall key events, and demonstrate comprehension by drawing their favorite part of the story and writing a related sentence.	Students will identify basic coins (penny, nickel, dime, quarter), understand that money is used to buy goods and services, and sort coins by type, color, or size.	Students will identify different fruits, practice fine motor skills (such as cutting and mixing), and learn about making healthy food choices by preparing and enjoying a fruit salad.	Students will recognize the American flag as a symbol of the United States and identify its colors, shapes, and meaning through discussion, observation, and a hands-on activity.
Week 32 March 3/29/27	Theme 8: Yesterday: Moving On Book: “A Day on the prairie by Scholastic	“Abram’s Altars” Memory verse: The Lord is our God, and we will worship... only Him.” Joshua 24:24	Students will create butterfly crafts using various materials, while exploring the parts of a butterfly and expressing creativity through colors, patterns, and design. Students will also use descriptive language (adjectives) to describe their butterflies.	Recognize Ending Sounds: Students will be able to identify the ending sounds in simple words. Match Ending Sounds: Students will match words that have the same ending sound.	Students will listen to the story “ <i>A Day on the Prairie</i> ” and actively participate in a group discussion to identify and describe words used in the story.	Students will recognize a dime as being worth 10 cents, describe its appearance (silver and round), and practice identifying or circling amounts of money using pictures or real coins.	Students will identify basic hygiene habits to keep their bodies and teeth clean and healthy, and demonstrate understanding through discussion, drawing, or simple role-play.	Students will demonstrate respect for the American flag and develop patriotic awareness through movement, music, and comparison activities.
Week 33 April 4/5/27 School Closed Spring Recess 4/5/27-4/9/27	Theme 8: Yesterday: Moving On Book: Iron Horses by Verla Kay & Michael McCurdy	“God’s Covenant with Abraham” Memory Verse: “Trust the Lord with all your heart.” Proverbs 3:5	Students will create train cars using a variety of box shapes (e.g., squares, rectangles, cylinders), demonstrating an understanding of basic geometric shapes and how they can be used in construction and design	Produce Ending Sounds: Students will practice producing the ending sounds of words when given a list of options.	The teacher will read the story “ <i>Iron Horses</i> ” aloud. Students will engage in a discussion to demonstrate comprehension, make connections to the historical content, and explore key vocabulary and concepts presented in the story.	Students will recognize a nickel as being worth 5 cents, describe its appearance (silver and round), and demonstrate understanding by identifying or circling the correct amount of money using pictures or real coins.	Students will learn the importance of staying clean and will demonstrate proper handwashing techniques to reduce the spread of germs and maintain personal hygiene.	Students will observe and compare the U.S. flag with flags from other countries to identify similarities and differences in colors, shapes, and symbols, building global awareness. Students will learn the flag stands for the United States of

Week 34 April 4/12/27	Theme 8: Yesterday: Moving On Book: Arbor Day Square by Kathryn O. Galbraith.	“Abraham, Sarah & Isaac” Memory Verse: “God, I will give you thanks forever!” Psalm 30:12	Students will explore texture and patterns in nature by using real leaves to create leaf paintings and prints. They will experiment with color, shape, and design while developing fine motor skills and creative expression.	Ending Sound Sorting: To practice identifying and sorting words with the same ending sound. Provide a set of picture cards (e.g., cat, hat, sun, bus). Have students sort the cards into groups based on their ending sounds (e.g., -at and -un).	Students will listen to the story “Arbor Day Square” read aloud by the teacher. Through discussion, they will identify and explore new vocabulary words from the story.	Students will discover that an analog clock contains moving parts that help us tell time. Student will learn to Identify Parts of the Clock: Face – the round part with numbers. Numbers – from 1 to 12. Hands – a short hand (hour hand) and a long hand (minute hand).	Students will learn that bones are the hard parts inside your body that make up your skeleton. They give your body shape, help you stand up, and protect important parts inside you—like your brain, heart, and lungs.	America. When we see it, we know it’s our country’s flag.
Week 35 April 4/19/27	Theme 9: Social Issues and Culture: I’m on a Mission! Book: Jalapeño Bagels by Robert Casilla.	“The twelve disciples” Memory verse: “You belong to God’s family.” Ephesians 2:19	Students will create their own baker’s hats using craft materials, developing fine motor skills and engaging in imaginative play related to a bakery or cooking theme.	Students will learn to identify the basic parts of a book, including the title, author, illustrator, and front cover, by exploring and discussing a read-aloud story.	Students will listen to the story “Jalapeño Bagels” read aloud by the teacher. Through group discussion, they will identify and explore new vocabulary words and adjectives from the story to build language and descriptive word knowledge.	Students will practice moving the hands of an analog clock to show specific times to the hour and half hour, demonstrating an understanding of basic time-telling concepts.	Students will learn that bones are like the frame of your body just like the frame of a house. They hold you up and give your body its shape. Without bones, you would be like a jellyfish soft and floppy.	The students will learn to say the Pledge of Allegiance to show respect to the flag and to America. The flag reminds us that we are all part of one country and we work together.
Week 36 April 4/26/27	Theme 9: Social Issues and Culture: I’m on a Mission! Book: A Box for Jairo by Hearly G. Mayr.	“Jesus Commands us to tell others” “Be generous and ready to share.” 1 Timothy 6:18	Students will create models of different rainforest animals or insects using various art materials, demonstrating understanding of rainforest biodiversity and expressing creativity through art.	Students will learn to identify key parts of a story including characters, setting, and plot by analyzing and discussing a story, demonstrating comprehension of how these elements work together to tell the story	Students will listen to the story “A Box for Jairo” read aloud by the teacher and participate in a discussion to demonstrate comprehension. Students will write a brief report about the story, identifying key details	Student will learn that we use clocks to know when it’s time for lunch, recess, bedtime, or school. Let’s learn how to tell those times using an analog clock!”	Students will identify how bones protect important organs in the body (such as the skull protecting the brain and ribs protecting the heart and lungs) through discussion, visual aids, and hands-on activities.	Students will learn the flag is flown at schools, government buildings, and during national holidays like the Fourth of July. It honors the people—like soldiers and helpers—who work to keep our country safe.

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Week 37 May 5/03/27	Theme 9: Social Issues and Culture: I'm on a Mission Book: Jungle Thorn by Norma R. Youngberg.	"A Blind Man Learns to Lead" Memory Verse: "If His (Christ's) love has made any difference in your life...than do me a favor: love each other." Philippians 2:1	Students will make snakes as a hands-on activity to explore snake features, habitats, and movement, enhancing their understanding of reptiles and natural science. Students will explore where the Palestine Yellow Scorpion lives and discusses how its coloring helps it survive in its natural environment (camouflage/adaptation)	Students will describe the setting of <i>Jungle Thorn</i> in their own words, identifying it as the Borneo rainforest. Before reading, they will observe the book's cover and make predictions about whether the story is fact or fiction, using visual clues to support their reasoning.	Students will listen to the story <i>Jungle Thorn</i> read aloud by the teacher and participate in a discussion to support comprehension. Afterward, they will write a short report that includes the title , author , illustrator , and a summary of the plot , demonstrating understanding of key story elements.	Students will utilize clocks to practice showing and telling time by the hour. Students will utilize clocks to practice showing and telling time by the hour.	Students will understand that bones work together with muscles to help the body move by exploring how joints and bones function through movement activities and discussion Students will learn that bones help the body move by using their own bodies to explore how arms, legs, and joints work.	Students will explore and identify elements of culture such as food, clothing, language, music, and traditions, recognizing that people live in different ways around the world.
Week 38 May 5/10/27	Theme 9: Social Issues and Culture: I'm on a Mission Book: Four Feet, Two Sandals by Karen Lynn Williams	"Dorcas is Raised from the Dead" Memory verse: "Forget yourselves long enough to lend a helping hand." Philippians 2:4	Students will use their imagination to create original artwork without specific instructions, fostering self-expression and creative confidence.	Identify Rhyming Words: Students will recognize and identify words that have the same ending sounds. Generate Rhyming Words: Students will create new words that rhyme by changing the beginning sounds	Students will listen to the story " <i>Four Feet, Two Sandals</i> " read aloud by the teacher and participate in a group discussion to enhance comprehension. Afterward, students will write a book report that includes the main characters (who, what they did) and the setting (where and when the story takes place), demonstrating understanding of key story elements.	Students will compare and sort objects by attributes such as size, shape, color, or number, and identify which items are the same and which are different.	Students will learn that bones are hard structures inside the body that give it shape, help it move, and protect important organs. They will explore what bones are made of and understand that bone marrow inside some bones helps make blood.	Food & Traditions: Students will recognize that people eat different kinds of food and celebrate different holidays based on their culture.

Week 39 May 5/17/27	Theme 9: Social Issues and Culture: I'm on a Mission Book: Beatrice's Goat by Page Mc Brier	Paul Survives a Shipwreck" Memory verse: "You. Keep company with him and learn a life of love...Love like that." Ephesians 5:1,2	Students will follow step-by-step directions to fold and create a paper boat, developing fine motor skills, listening skills, and spatial awareness through hands-on learning.	Understand Rhyming Patterns: Students will learn the concept of rhyming patterns and how they form in poems and songs. Students will use rhyming words in simple sentences or phrases to demonstrate understanding.	Students will listen to the story <i>Beatrice's Goat</i> read aloud by the teacher and participate in a group discussion. They will identify the main characters and describe the setting of the story, demonstrating comprehension of key story elements.	Students will demonstrate understanding of the concepts same and different by drawing two items that are alike and two that are different, and explaining their reasoning using descriptive words or math vocabulary.	Students will identify the functions of bones in the body and explain how nutrition, physical activity, and healthy habits help keep bones strong and healthy.	Clothing: Students will identify and compare different types of traditional clothing from various cultures.
Week 40 May 5/24/27	Theme 9: Social Issues and Culture: I'm on a Mission School Closed Memorial Day 5/31/27 Book: Caps For Sale by Esphyr Slobdkina	"Meet Jesus Face to Face" Memory verse: "Look to the LORD and his strength; seek his face always". 1 Chronicles 16:11	Students will create a goat face puppet using a paper plate and craft materials, developing their fine motor skills and expressing creativity while connecting to the story <i>Beatrice's Goat</i>.	Students will identify consonant blends in spoken and written words and practice using them by reading, spelling, and writing words that contain blends. Students will determine whether the story <i>Beatrice's Goat</i> is fact or fiction and explain their choice using details from the story to support their reasoning.	Students will demonstrate comprehension of the story <i>Beatrice's Goat</i> by sequencing key events from beginning to end using picture cards, improving their ability to recall and organize story elements in logical order. After sequencing the story, students will assemble their own book by placing a paper fastener through a pre-made hole, developing fine motor skills and reinforcing story order.	Students will recognize, create, and extend simple repeating patterns using colors, shapes, numbers, or objects. Students will identify and describe repeating patterns (e.g., AB, AAB, ABB) using visual or concrete objects.	Students will learn how to build strong bones by identifying healthy habits such as eating calcium-rich foods, getting regular exercise, and spending time in the sunlight for vitamin D. Students will explore the importance of nutrition, physical activity, and healthy lifestyle choices in helping their bones grow strong and stay healthy as they grow.	Language: Students will understand that people around the world speak different languages and may greet each other in different ways. Music & Dance: Students will listen to music and observe dances from different cultures to learn how people express themselves.