

Instructional Calendar

VPI Program – Washington Reid Preschool

2019-2020

<p>Week 1 August 26 - 30</p>	<p><b>HPD.4b</b> b) Share equipment and space, and take turns with help from the teacher.</p> <p><b>HPD.8a</b> a) Follow safety rules on the playground with adult assistance and reminders.</p> <p><b>PSD.2a</b> a) Contribute ideas for classroom rules and routines.</p> <p><b>HPD 6 .2 a</b> a) Demonstrate how to correctly wash hands</p>
<p>Week 2 September 2-6</p>	<p><b>VA L1. h</b> h) Follow simple one and two step oral directions</p> <p><b>HSS.7 abcdg</b> a) Cooperate with others in a joint activity. b) Recognize the need for rules to help get along with others. c) Participate in creating rules for the classroom. d) State personal plans for learning center activities. g) Demonstrate responsible behaviors in caring for classroom materials.</p> <p><b>HPD 4. d</b> d) Listen to and follow simple directions.</p> <p><b>HPD 6 .2 a</b> a) Demonstrate how to correctly wash hands.</p> <p><b>HPD 8. ab</b> a) Follow safety rules on the playground with adult assistance and reminders. b) Follow emergency protocols after practicing safety drills, e.g., fire, earthquake, and lockdown drills.</p> <p><b>PSD. 2 bcde</b> b) Follow rules and routines within the learning environment. c) Use classroom materials purposefully and respectfully. d) Manage transitions and adapt to changes in routine. e) Develop positive responses to challenges.</p>
<p>Week 3 September 9 – 13</p>	<p><b>VA L1. h</b> h) Follow simple one and two step oral directions</p> <p><b>HSS.7 abcdg</b> a) Cooperate with others in a joint activity. b) Recognize the need for rules to help get along with others. c) Participate in creating rules for the classroom.</p>

	<p>d) State personal plans for learning center activities. g) Demonstrate responsible behaviors in caring for classroom materials.</p> <p><b>HPD 4. d</b> d) Listen to and follow simple directions.</p> <p><b>HPD 8. ab</b> a) Follow safety rules on the playground with adult assistance and reminders. b) Follow emergency protocols after practicing safety drills, e.g., fire, earthquake, and lockdown drills.</p> <p><b>PSD. 2 bcde</b> b) Follow rules and routines within the learning environment. c) Use classroom materials purposefully and respectfully. d) Manage transitions and adapt to changes in routine. e) Develop positive responses to challenges.</p> <p><b>PSD. 5 a</b> a) Express feelings through appropriate gestures, actions, and words.</p>
<p>Week 4 September 16 - 20</p>	<p><b>VA L1. h</b> h) Follow simple one and two step oral directions</p> <p><b>HSS.7 abcdg</b> a) Cooperate with others in a joint activity. b) Recognize the need for rules to help get along with others. c) Participate in creating rules for the classroom. d) State personal plans for learning center activities. g) Demonstrate responsible behaviors in caring for classroom materials.</p> <p><b>HPD 4. d</b> d) Listen to and follow simple directions.</p> <p><b>HSS. 6 ad</b> a) Identify choices. d) Choose daily tasks</p> <p><b>PSD.5 abcde</b> a) Express feelings through appropriate gestures, actions, and words. b) Recognize conflicts and seek possible solutions. c) Allow others to take turns. d) Increase the ability to share materials and toys with others over time. e) Include others in play activities.</p>
<p>Week 5 September 23-27</p>	<p><b>L.1 ag</b> a) Listen with increasing attention to spoken language, conversations, and texts read aloud. g) Listen attentively to stories in a whole class setting.</p> <p><b>VA M4. c</b> c) Recognize and name shapes (circle, triangle, rectangle, and square).</p>

	<p><b>L.2a</b> a) Use size, shape, color, and spatial words to describe people, places, and things.</p>
<p>Week 6 September 30 – October 4</p>	<p><b>S.1a</b> a) Use the five senses to explore and investigate the natural world.</p> <p><b>S.7g</b> g) Describe home and school routines</p>
<p>Week 7 October 7 - 11</p>	<p><b>S.7abcd</b> a) Make daily weather observations and use common weather-related vocabulary to describe the observations, e.g., sunny, rainy, cloudy, cold, hot, etc. b) Identify how weather affects daily life. c) Describe basic weather safety rules. d) Observe and recognize the characteristics of the four seasons and the changes observed from season to season.</p>
<p>Week 8 October 14 - 18</p>	<p><b>HSS.5 abcde</b> a) Identify pictures of work and name the jobs people do. b) Describe what people do in their community job. c) Match tools to jobs. d) Match job sites to work done. e) Role play the jobs of workers.</p>
<p>Week 9 Oct 21-25</p>	<p><b>L.4a</b> a) Identify and name uppercase and lowercase letters in random order.</p> <p><b>M. 1 bc</b> b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence). c) Count the items in a collection of one to ten items and know the last counting word tells “how many.”</p>
<p>Week 10 Oct 28-Nov 1</p>	<p><b>M.4 abc</b> a) Match and sort shapes (circle, triangle, rectangle, and square). b) Describe how shapes are similar and different. c) Recognize and name shapes (circle, triangle, rectangle, and square).</p>
<p>Week 11 Nov 4-8</p>	<p><b>M.6 abc</b> a) Sort and classify objects according to one or two attributes (color, size, shape, and texture). b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue. c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square</p>
<p>Week 12 Nov 11-15</p>	<p><b>L.1</b> c) Make predictions about what might happen in a story.</p>

	<p><b>L.2</b>  c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.</p> <p><b>M.5</b>  b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.</p> <p><b>S.1</b>  a) Use the five senses to explore and investigate the natural world.  c) Ask questions about the natural world related to observations.</p> <p><b>S.5</b>  b) Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears, etc.).</p>
<p>Week 13  Nov 18-22</p>	<p><b>L.1</b>  h) Follow simple one and two step oral directions.</p> <p><b>L.2</b>  a) Use size, shape, color, and spatial words to describe people, places, and things.</p> <p><b>L.4</b>  a) Identify and name uppercase and lowercase letters in random order.</p> <p><b>VA.1</b>  d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art</p>
<p>Week 14  Nov 25-29 (Break 27-29)</p>	<p><b>M.1</b>  a) Count forward to 20 or more. Count backward from 5.</p> <p><b>HSS.7</b>  h) Identify the needs of other people by helping them.</p> <p><b>HPD.2</b>  a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward, and backward), levels (high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft).</p> <p><b>PSD.5</b>  c) Allow others to take turns.</p>
<p>Week 15  Dec 2-6</p>	<p><b>L.1</b>  c) Make predictions about what might happen in a story.</p> <p><b>L.4</b>  d) Begin to match uppercase and lowercase letters</p> <p><b>M.6</b>  b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.</p> <p><b>VA.1</b>  c) Use a variety of materials, textures, and tools for producing visual art.</p> <p><b>HSS.2</b>  b) Express the difference between past and present using words such as before, after, now, and then.  c) Order/sequence events and objects.</p> <p><b>HPD1.3</b>  d) Coordinate eye-hand and eye-foot movements to perform a task.</p>
<p>Week 16</p>	<p><b>L.1</b></p>

<p>Dec 9-13</p>	<p>b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each</p> <p>M.6</p> <p>b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.</p> <p>M.1</p> <p>b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).</p> <p>PSD.5</p> <p>d) Increase the ability to share materials and toys with others over time.</p>
<p>Week 17 Dec. 16-20</p>	<p>L.5</p> <p>c) Identify where reading begins on a page (first word).</p> <p>d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance.</p> <p>e) Distinguish print from pictures</p> <p>S.2</p> <p>b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects</p> <p>S.6</p> <p>a) Use vocabulary to describe major features of Earth and the sky.</p> <p>b) Identify objects in the sky – moon, stars, sun, and clouds.</p> <p>c) Classify things seen in the night sky and those seen in the day sky.</p> <p>d) Explore and sort objects in the natural environment (sand, pebbles, rocks, leaves, moss, and other artifacts)</p>
<p>Week 18 23-27 (No School)</p>	
<p>Week 19 Dec 30-Jan 3 (No School)</p>	
<p>Week 20 Jan 6-10</p>	<p><b>VA. L4 abcd</b></p> <p>a) Identify and name uppercase and lowercase letters in random order.</p> <p>b) Identify the letter that represents a spoken sound.</p> <p>c) Provide the most common sound for the majority of letters.</p> <p>d) Begin to match uppercase and lowercase letters.</p> <p><b>VA. M1 abc</b></p> <p>a) Count forward to 20 or more. Count backward from 5.</p> <p>b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).</p> <p>c) Count the items in a collection of one to ten items and know the last counting word tells “how many.”</p> <p><b>VA. S4 abc</b></p> <p>a) Predict changes to matter when various substances are to be combined.</p> <p>b) Observe and conduct simple experiments that explore what will happen when substances are combined.</p> <p>c) Observe and record the experiment results and</p>

	<p>describe what is seen.</p> <p><b>VA. VA1 abcd</b></p> <p>A) Understand that artists create visual arts using many different tools.  b) Understand that the visual arts take many forms.  c) Use a variety of materials, textures, and tools for producing visual art.  d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art</p>
<p>Week 21 Jan 13-17</p>	<p><b>VA. M5 ab</b></p> <p>a) Collect information to answer questions of interest to children.  b) Use descriptive language to compare data by identifying, which is more, fewer, or the same in object and picture graphs.</p> <p><b>VA.M6 abc</b></p> <p>a) Sort and classify objects according to one or two attributes (color, size, shape, and texture).  b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.  c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.</p> <p><b>VA. S3 abcd</b></p> <p>a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).  b) Recognize water in its solid and liquid forms.  c) Describe the differences between solid and liquid objects.  d) Sort objects based on whether they sink or float in water</p> <p><b>VA. Music4 abcde</b></p> <p>a) The child will talk about and compare musical patterns and sounds.  b) The child will recognize differences and similarities among music styles.  c) The child will explore the creation and purpose of music in personal and social life.  d) The child will participate in music activities that involve sharing, taking turns, and cooperation.  e) The child will identify types of music he/she prefers</p>
<p>Week 22 Jan 20-24</p>	<p><b>VA. M1 de</b></p> <p>d) Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.  e) Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.</p> <p><b>VA. M3 a</b></p> <p>a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.</p> <p><b>VA. L5 abcdef</b></p> <p>a) Identify the front and back cover of a book.  b) Identify the location of the title and title page of a book.  c) Identify where reading begins on a page (first word).</p>

	<p>d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance.</p> <p>e) Distinguish print from pictures.</p> <p>f) Turn pages one at a time from the front to the back of a book.</p>
<p>Week 23 Jan 27-31</p>	<p><b>VA. HSS4 abcd</b></p> <p>a) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences.</p> <p>b) Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time.</p> <p>c) Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside).</p> <p>d) Use attribute words (hard, soft, rough, and smooth).</p> <p><b>VA. HPD.1.1 ab</b></p> <p>a) Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping.</p> <p>b) Perform these locomotor skills in response to teacher-led creative dance.</p> <p><b>VA. HPD.1.3 ab</b></p> <p>a) Manipulate a variety of objects during structured and unstructured physical activity settings.</p> <p>b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.</p> <p><b>VA. HPD4 abcd</b></p> <p>a) Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.</p> <p>b) Share equipment and space and take turns with help from the teacher.</p> <p>c) Work well with others.</p> <p>d) Listen to and follow simple directions.</p>
<p>Week 24 Feb 3-7</p>	<p><b>PSD.3ab</b></p> <p>a) Show interest and curiosity in learning new concepts and trying new activities and experiences.</p> <p>b) Demonstrate ability to learn from experiences by applying prior knowledge to new situations. c) Increase attention to a task or activity over time. d) Seek and accept help when needed. e) Attempt to complete a task in more than one way before asking for help.</p> <p><b>L.2.cd</b></p> <p>c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.</p> <p>d) Participate in a wide variety of active sensory experiences to build vocabulary.</p>
<p>Week 25 Feb 10-14</p>	<p>Friendship week</p> <p><b>PSD.4abcdef</b></p> <p>A) Initiate and sustain interactions with other children.</p> <p>b) Demonstrate verbal strategies for making a new friend.</p>

	<p>c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.  d) Participate successfully in group settings.  e) Demonstrate respectful and polite vocabulary.  f) Begin to recognize and respond to the needs, rights, and emotions of others.</p> <p><b>VA.1abcd</b></p> <p>a) Understand that artists create visual arts using many different tools.  b) Understand that the visual arts take many forms.  c) Use a variety of materials, textures, and tools for producing visual art.  d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art</p>
<p>Week 26  Feb 17-21</p>	<p><b>VA.3abcde</b></p> <p>a) Use the body to express a response to a work of art.  b) Understand that each person responds to and creates works of art in unique ways.  c) Use available art supplies to express an individual response to an art form.  d) Use words to describe a response or reaction to a visual arts selection.  e) The child will identify types of works of art that he/she prefers.</p> <p><b>VA.4abc</b></p> <p>a) Understand that the visual arts express feelings, experiences, and cultures.  b) Talk about different kinds of art and recognize the idea, theme, or purpose.  c) Create specific works of art based on a common theme, concept, or emotion.</p>
<p>Week 27  Feb 24-28</p>	<p><b>L6abcdef</b></p> <p>a) Distinguish print from images or illustrations.  b) Demonstrate use of print to convey meaning.  c) Copy or write letters and numbers using various materials.  d) Print first name independently.  e) Begin to use correct manuscript letter and number formation.  f) Copy various words associated with people or objects within the child's environment.</p>
<p>Week 28  March 2-6</p>	<p><b>L.3acbde</b></p> <p>A)Identify words that rhyme and generate simple rhymes.  b) Identify words within spoken sentences.  c) Begin to produce consonant letter sounds in isolation. d) Successfully detect beginning sounds in words.  e) Begin to isolate or produce syllables within multi syllable word</p>
<p>Week 29  March 9-13</p>	<p><b>L.5def</b></p> <p>d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance.  e) Distinguish print from pictures.</p>

	f) Turn pages one at a time from the front to the back of a book.
Week 30	
Week 31	
Week 32	
Week 33	
Week 34	
Week 35	
Not Taught Yet	<p>d) Understand bicycle/tricycle safety and the importance of wearing a helmet</p> <p>e) Know how to make an emergency phone call.</p> <p>f) Act safely around pools, ponds, and other water, e.g., oceans, rivers, creeks, ditches, and swamps.</p> <p>c) Understand that composers write music, musicians sing or play instruments, and dancers utilize music elements in expressing dance.</p> <p>e) The child will identify types of music he/she prefers</p> <p>b) Understand that works of art can be a historical record of a certain time period in history.</p> <p>e) The child will identify types of works of art that he/she prefers</p> <p>e) Understand the purpose of an art museum</p>