

	Reading	Writing	Math
August	<p>All sounds - review  All letters - review  Directionality of print  Learn 9 high frequency words (I, you, like, me, my, and, mom, dad, we)  Introduce word wall and begin building</p>	<p>Writes first name  Write uppercase letters with a model  Use functional pencil grip  Explore writing with many choices  Draw one picture related to a topic</p>	<p>Count to 25  Write numerals to 10 with a model  Represents sets (1-10)  Count by 5's to 25</p>
September	<p>Isolates beginning sounds in words  Learn 9 high frequency words (a, love, see, can, her, him, to, is, go)  Practice high frequency words on flip rings for mastery  Begin reading groups/ instruction  Practice reading color words</p>	<p>Draws two dimensional pictures related to a topic  Writes and spells (mom, dad, love) correctly  Write lower case letters with a model  Begin publishing process  Writes last name</p>	<p>Performs basic addition to 10 with manipulatives  Show equal to, less than, and greater than  Count to 50  Count by 10's to 100</p>
October	<p>Learn 9 high frequency words (come, did, big, for, has, find, but, go, get)  Continue with high frequency words on flip rings  Continue forward with reading groups/instruction  Practice reading number words</p>	<p>Writes and spells (like, I, my, go) correctly  Copy print or labels  Begins to stretch words and use sound relationships in journal writing</p>	<p>Draws pictures to solve addition problems  Divide objects into 2 equal groups  Count to 75  Skip counting by 2's  Fractions 1/2, 1/3, 1/4</p>
November/ December	<p>Begin to decode single syllable words  Identify key events in a story  Reads 20-30 high frequency words  Identifies nonfiction/fiction  Begins to read at Level 1-Developing  Enjoys and is comfortable working in a journal  Attempts to use sound-letter relationship in writing  Practice all math objectives from first trimester and master  Uses key words in writing and spells correctly  Count to 100/practice  Continue work with Fractions 1/2, 1/3, 1/4, 1</p>		

January	Reading instruction continues forward Word wall continues to fill in Blends 3 sounds into words Decoding skills begin to appear Points to words while reading Learn 10 high frequency words (from,he,it,look,good,here, had,what,in,be)	Continue to publish books and stories with guidance and direction Writes a simple sentence focused on one idea Begins to clean up writing with appropriate size and spacing on lined paper	Can write numerals 1-20 from memory Can order numbers to 50 Ordinal numbers first through fifth Introduce subtraction Place value-ones/tens
February	Retells stories into correct sequence May begin to take books home for practice Learn 12 high frequency words (have,if,do,his,little,not,how, made,was,up,why,when)	Can use written words and details to express unique self Conventions appear (period-capitals)	Can write numerals 1-30 from memory Can order numbers to 75 Estimates quantities up to 20 Work with addition and subtraction Place value - hundreds
March	Recalls important facts Shows signs of reading at level 2 - Emergent Can read at least 12 high frequency words(into,just,to, many,make,said,them,who, she,they,with,run,there,so, were,that,then,would,yes, your, some)	Can write and spell all 7 key words correctly when writing Can extend journal time and has a good grasp of the publishing process	Can write numerals 1-50 from memory Can order numbers to 100 Place value - thousands
April/May	All children will continue to move at their own Reading Pace All children will continue to move at their own Writing Pace Both addition and subtraction will be practiced and reinforced Some children will move into adding 2 and 3 digit numerals Clocks will be introduced - and money Measurement and graphs will be introduced Language Extensions *ABC order April/May. Beginning letter only *Basic Dictionary skills		
* Goal for all children is to read at Level 3 - Independent by end of Kindergarten. Many children will read way beyond this level. Some children will remain at Level 1 - Developing.			
* If your child is in Junior K and will be attending Kindergarten the following year - he or she will meet as many of the curriculum goals as developmentally possible. Kindergarten students going into First Grade will show mastery in Reading/Writing/Math curriculum.			
* Note: The Cozy Pine Workbook program supports the curriculum and does allow every child to progress at his/her own rate. The hands-on materials are also designed to support the curriculum and allow the child to show mastery through hands-on discovery.			