

Year At A Glance - Kindergarten 2019-20

	Social Studies & Science	Math	Language Arts
<p>Aug/ Sept</p>	<p>SS: Unit 1: Good Citizenship <i>(4 wks/ongoing)</i></p> <p>Take turns and share Take responsibility for classroom Take care of personal belongings Respect what belongs to others; Follow rules Understand consequences occur Practice honesty, self-control, and kindness Participate in decision making Participate in group discussions</p>	<p>Unit 1: Introduction and Exploration Aug. 26-Sept. 20 (18 days)</p> <p>Math Routines Introduced/Ongoing Attendance Calendar Routines (Days of the week/ Months) Weather (Graph) Count orally to 20 Coin Recognition (Penny) / attributes of penny Question of the day Explore materials</p>	<p>Unit 1: Aug. 26-Oct. 18</p> <p>Orally: Listen actively Ask / answer questions in complete sentences Initiate conversation Use appropriate voice level Follow one- and two- step directions Work respectfully with others Listen to a variety of text and media Respond to a variety of text and media Participate in oral language activities (choral and echo speaking and recitation) Tell stories orally Participate in creative play/choral reading</p>
<p>Qtr.1</p>	<p>SS: Unit 2: Patriotism <i>(2 wks/ongoing)</i></p> <p>Define communities Show patriotism (events/symbols) Recognize the American flag Recognize the Pledge of Allegiance Know that the president is the leader of the United States Recognize holidays and people</p> <p>SC: Unit 1: Natural Patterns Weather and Seasons (on going)</p>	<p>Unit 2: Number Sense-1 Sept. 23-Oct. 25 (24 days)</p> <p>Math routines: Coin recognition (Nickel) Attributes of nickel Counting jar/bag</p> <p>Concepts: Numbers 0-5 (Read, write, represent) Count Sets with one-to-one correspondence Compare 2 Sets (more, fewer, same) Introduce "Number After" to 5 Introduce "One more" to 5 Identify number of pennies equivalent to a nickel</p>	<p>Reading: Discriminate - letters, words, sentences, syllables Discriminate - words vs. pictures Begin to identify words that rhyme Name the capital and lowercase letters Read name /read sight words Distinguish / Identify beginning sounds Directionality (Left-Right) Tell parts of a book (front/back cover, title page) Tell job of author and illustrator How print is organized/read Identify common signs and logos Read/explain own writing and drawings Increase vocabulary by listening to stories (name people/places/things and describe using descriptive words) Make connections (relate experiences) Use pictures to make connections Begin to tell/retell stories</p>

			<p>Writing: Differentiate pictures from writing (words) Print capital and lowercase letters on own Print own name Prewriting (visualize and draw to get ideas) Phonetically spell words by writing the letters for the sounds they hear Share writing/pictures with others Personal Narratives (own experiences)</p>
<p>Oct./ Nov.</p>	<p>SC: Unit 2: Human Senses 5 senses and their organs Sight-eyes Hear-ears Smell-nose Taste-tongue Touch-fingers (skin)</p> <p>SC: Unit 3: Earth's Natural Resources Re-use & Recycle (natural resources) Discuss how choices people make affect natural resources</p> <p>SC: Unit 4: Properties/Importance of Water Location and use of water Water flows (moves downhill) Water as a solid or a liquid</p>	<p>Unit 2 con't. Number Sense-1 Sept. 23-Oct. 25 (24 days)</p> <p>Math routines: Coin recognition (Nickel) Attributes of nickel Counting jar/bag</p> <p>Concepts: Numbers 0-5 (Read, write, represent) Count Sets with one-to-one correspondence Compare 2 Sets (more, fewer, same) Introduce "Number After" to 5 Introduce "One more" to 5 Identify number of pennies equivalent to a nickel</p> <p>Unit 3: Geometry and Explore Measurement Oct.28-November 26 (19 days)</p> <p>Math routines: ongoing</p> <p>Concepts: Relative location of objects/Positional words (above, below, next to) Shapes (Identify, describe, compare) Sort and classify (use shapes) Intro measurement: length (shorter/longer) weight (lighter/heavier) height (shorter/taller)</p>	<p>Unit 1: Aug. 26-Oct. 18 Unit 2: Characters/Storytelling Oct. 22-Nov. 29</p> <p>Orally: (Ongoing from August) Respect work of classmates Tell stories orally</p> <p>Reading: (Ongoing from August) plus Intro 1:1 correspondence-follow words from left to right and top to bottom (printed page) Match voice to print Identify beginning consonant sounds Match/Sort pictures and words by shared beginning consonant sound Make inferences</p> <p>Writing: (Ongoing from August) plus Write left to right and top to bottom Personal narratives (own experiences)</p>
<p>End 1st Qtr. 10/31</p>			

<p>Effect of</p> <p>Jan.</p> <p>End 2nd Qtr. 1/24</p> <p>3rd Qtr</p>	<p>SC: Unit 6: Pushes and Pulls Pushes and pulls (forces) Effect of push/pull on the direction</p> <p>SS: Unit 2: Patriotism Recognize holidays and people associated with the holiday <i>Martin Luther King, Jr. Day</i></p> <p>SC: Unit 7: Lights & Shadows Sources of light How shadows are made Sun warms Earth surfaces Temperature differences of objects in shadows</p>	<p>Unit 5: Patterns Jan.6 – Jan. 24th (14 days)</p> <p>Sort and Classify Objects by 1 attribute Repeating Patterns: Identify, describe, extend, create, transfer (snap, snap, clap is the same as blue, blue, red is the same as AAB) Use rhythms, shapes, colors, pictures to identify, extend, and create patterns Identify the “core” (unit)</p> <p>Unit 6: Number Sense 3 Jan. 28 – Feb. 21st (18 days) Numbers 0-15 (Read, write, tell, represent) Counting with one-to-one correspondence Count forward to 100 Count backward from 10 Count forward by tens with objects to 100 “Number after”/“One more” orally to 70 “Number before”/“One less” orally from 10 Compare and Order 3 Sets up to 10 objects (more, fewer, same, greatest-least and least to greatest) Composing and Decomposing Numbers to 5; Part-whole relationships with numbers to 10 Single-step Story Problems (Join and Separate) -Sums to 5 - differences within 5, -model - solve (Some strategies for story problems: use concrete objects, number line, combining, taking away, more/less, counting on) Coin Identification: Quarter (pennies equivalent to nickel, dime, quarter)</p>	<p>Unit 3: Book Talks (cont.) Dec. 2-Jan. 24</p> <p>See above</p> <p>Unit 4: Informational text/research Jan 28- Mar 20</p> <p>Orally: Ask and answer questions to seek help and gather information</p> <p>Reading: explore informational text Blend and segment multi syllable words Vowels/Vowel tents (OG)/vowel sorts Fiction vs nonfiction books Identify text features (titles, headings, pictures) Generate topics of interest Find information (variety of resources)</p> <p>Writing: Informational writing Write first and last name Write facts /other sentences (use sight words) Use spaces between words in sentences Write sight words Apply letter sounds for unknown words</p>
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Feb.

SS: Unit 2: Patriotism

Recognize holidays and people associated with the holiday

Presidents' Day (George Washington)

SS: Unit 4: Geography

(5 weeks/ongoing)

Relative location of people, places, and things (positional words)

near/far above/below

left/right behind/in front.

Simple maps/globes to

- map is a drawing of a place
- globe is a round model of the Earth
- show view from above
- show things smaller size
- show position of objects

Describe places from stories and in real life

Locate land and water

Basic map symbols & map legend

Identify places & objects of a familiar area.

Unit 6: Number Sense 3 (cont.)

Jan. 28 – Feb. 21st (18 days)

See above

Unit 4: Informational text/research

Jan 28- Mar 20

See above

Mar.

SS: Unit 4: Geography

(1 week/ongoing)

Location, climate, and physical surroundings affect the way people live, their food, clothing, shelter, transportation, and recreation.

SS: Unit 5: Community & Change Over Time (4 weeks)

History describes people and events from past

Learn about historical events, stories, and legends of our local community

Learn some of the people who helped our community

Sequence events past vs present

Recognize things change over time.

SC: Unit 8: Living Things

Living vs. nonliving

Characteristics of living things

Needs of animals

Needs of plants

Life cycle patterns (plants/animals)

Offspring are like parents

Patterns of growth/change

Change in nonliving (human-made)

Unit 7: Fractions (fair share)

February 24th – March 6th (10 days)

Equal sharing with 2 sharers (realistic situations)

Use concrete objects or pictures

Describe as whole, one half/halves, equal

Unit 8: Number Sense 4

March 9th – May 1st (33 days)

Numbers 0-20 (Read, write, tell, represent)

Counting with one-to-one correspondence

Count **forward to 100**

Counting backward from 10

“Number after”/“One more” orally to 100

“Number before”/“One less” orally from 10

Compare and Order **3 Sets** up to 10

(more, fewer, same, greatest-least and least to greatest)

Counting forward **by tens** with objects to 100

Fluency with composing and Decomposing numbers to 5 and exploring to 10

Review Coins

attributes

how many pennies = each coin

Story Problems (Join and Separate)

1 step

sums **to 10**

differences within 10, model

model

solve

*strategies for story problems: Concrete Objects, number line, combining, taking away, more/less, counting on)

Unit 5: Poetry (Rhyming/word families)

March 23rd-April 24th

Orally:

Tell words that rhyme

Participate in choral readings/dramatics

Retelling nursery rhymes/fairy tales

Reading:

Nursery Rhymes and other **poems**

Identify words by ending sounds (word families)

Diagrams (th, sh, ch)

Make Connections

Writing: Descriptive (use adjectives)

Write sentences using adjectives to describe location, size, color, shape, etc. adding details.

“I see a dog.”

“I see a brown dog.”

“ I see a brown dog running.”

Use spaces between words in sentences

<p>April</p> <p>End 3rd Qtr. 4/27</p>	<p>SC: Unit 8: Living Things (cont.)</p>	<p>Cont. Unit 8: Number Sense 4 March 9th – May 1st (33 days)</p> <p>See above</p>	<p>Unit 6: Author Study April 27th- June 5th</p>
<p>May</p>	<p>SC: Unit 8: Living Things (cont.)</p> <p>K.6 Plant and animal processes (basic needs) – 4 wks</p> <p>K.7 Living and nonliving (growth, changes, parent/offspring)- 4 weeks</p> <p>Social Studies Unit 2: Patriotism Recognize holidays and people associated with the holiday Independence Day (Fourth of July).</p>	<p>Unit 9: Measurement May 1st- May 22nd (15 days)</p> <p>Review Coins attributes how many pennies = each coin</p> <p>Read and explain calendar days of the week/months of the year</p> <p>Compare time of events (longer/shorter) Compare length (longer/shorter) Compare weight (heavier, lighter) Compare temperature (hotter, colder) Compare volume (more, less) Compare height (taller/shorter)</p> <p>Unit 10: Data Analysis May 26th – June 12th (14 days)</p> <p>Collect, organize, represent data (using concrete objects/ pictures)</p> <p>Read and interpret data in object graphs picture graphs tables</p>	<p>Orally:</p> <p>Reading: Syllables-reviewed Retelling (beginning, middle, end) Make Predictions Make Connections Characters/Setting Summarize</p> <p>Writing: Revise/Edit Add details</p>
<p>June</p> <p>End 4th Qtr 6/12</p>		<p>Cont. Unit 10: Data Analysis May 26th – June 12th (14 days)</p>	<p>Unit 6: May 1 –June 9</p> <p>See above</p>

Social Studies-throughout year

Students will practice skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: viewing artifacts, using basic map skills, gathering and classifying information, sequencing events, separating fact from fiction, asking questions, comparing and contrasting people, places, or events, recognizing cause-and-effect relationships, making connections between past and present, making informed decisions, and practicing good citizenship skills
Students will be collaborating, compromising, and participating in classroom activities and developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Science Unit 1: throughout the year: Natural Patterns: Weather, Seasons, & Day/Night

Changes in weather, seasons and their patterns over time may be taught as a discrete unit or may be integrated throughout the course of the school year by observing weather over time during daily classroom routines involving calendar study and seasonal activities. Science and Engineering practices (K.1) should be incorporated as a part of inquiry-based instruction.