

Kindergarten Curriculum Map

Team members: Traci & Wendy

TSGold Standards	August	September	October	November	December	January	February	March	April	May
<p>Reading</p> <p>TS15: Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme b. Notices and discriminates alliteration c. Notices and discriminates discrete units of sound d. Applies phonics concepts and knowledge of word structure to decode text</p> <p>TS16: Demonstrates knowledge of alphabet a. Identifies and names letters</p> <p>TS17: Demonstrates knowledge of print and its uses a. Uses and appreciates books books and other texts</p> <p>TS18: Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections b. Uses emergent reading skills c. Retells stories and recounts details from informational texts d. Uses context clues to read and comprehend texts e. reads fluently (emergent readers)</p>	<p>Read aloud: Picture books</p> <p>Organization of the library/how to care for books</p> <p>Just Right Books</p> <p>Structure of books</p> <p><u>Comprehension</u> Character Development</p> <p>Expanding vocabulary</p> <p>Identify theme</p> <p><u>Phonological awareness:</u> Rhyming, alliteration Identifies and names letters</p>	<p>Read aloud: Novel (ex, My Father's Dragon)</p> <p>Structure of Reading Workshop</p> <p>Vocabulary and interesting language</p> <p><u>Comprehension</u> Comprehension Strategies: Making connections, (Text to Text Text to Self Text to World)</p> <p>Decoding strategies: sounding out, chunking, 3 cuing system (does it look right, sound right, make sense) picture clues, context clues, read ahead</p> <p><u>Phonological awareness</u> sound deletion, syllable deletion</p>	<p>Read aloud: Biographies (MLK Jr., Rosa Parks, Ruby Bridges)</p> <p>Non-fiction text introduction Fact vs opinion</p> <p><u>Comprehension</u> Character study Setting Problem/solution Retell a story with details</p> <p><u>Phonological awareness</u> matching sounds, blending</p>	<p>Read Aloud:</p> <p>Fiction vs Non-Fiction Compare and contrast F and NF (Venn Diagram?)</p> <p><u>Comprehension</u> Use context clues to understand text Book clubs</p> <p>comparing and contrasting, visualizing, schema/background knowledge</p> <p><u>Phonological awareness</u> segmentation and manipulation</p> <p><u>Fluency</u> Practice reading aloud in book club</p>	<p>Read Aloud: Poetry/plays</p> <p>Readers theatre</p> <p><u>Comprehension</u> Continued practice/revisiting of all skills learned</p> <p><u>Phonological awareness</u> segmentation and manipulation Revisit alliteration and rhyming Adjectives</p>					
<p>Essential ? Why is it important to be able to read?</p> <p>What defines a good reader and how does one become a good reader?</p> <p>Assessments</p>	<p>*What does it mean to "rhyme"? Why is this a good skill to have? *What is a "Just Right" book?</p> <p><i>i-Ready, Benchmark Assessments, TSGold Writing sample</i></p>	<p>*How do I read with a partner? *What does it mean to build stamina? *How do I become an independent worker? *What do readers do? *What does reading time look like? *How can background knowledge of topics and themes support readers and/or hinder readers?</p> <p><i>Anecdotal records</i></p>	<p>*How do we summarize and retell a story? And why? *How do we use text to make meaning? *How do we check for understanding? *How do readers know they are reading well? *What can we learn from the features of nonfiction text? *What do readers do when they don't understand? *Why do we retell a story?</p> <p><i>Midyear BAS, High Frequency words, TSGold, i-Ready</i></p>	<p>*How do we find information in nonfiction text? *In what ways do characteristics and features within texts and genres help a reader understand a writer's intended meaning?</p> <p><i>Anecdotal records, running records</i></p>	<p>*What is poetry? *How is poetry different from a story? *What do I know about reading? *What do I do when I'm stuck reading?</p> <p><i>End of Year BAS, High frequency words, TSGold, iReady</i></p>					
<p>Writing</p> <p>TS19: Demonstrates emergent writing skills a. Writes name</p>	<p>Mechanics: *ID lowercase letters *Fountas and Pinnell formation of letters and numbers *learn letter sounds (OG alphabet to z)</p>	<p>Introduced to 5 Sight words</p> <p>Genres: Personal narrative</p>	<p>First 10 sight words</p> <p>OG alphabet to wh and second letter sounds</p>	<p>Capitalize I, Names, First word in sentence</p> <p>CVC words</p>	<p>Genres: Personal Narratives Craft: Journal writing Practice ending punctuation Use high frequency words</p>	<p>Recognize and name ending punctuation</p> <p>All 20 DRA2 sight words</p>	<p>Genres: Non-fiction, informational writing</p> <p>Craft: lists Directions</p>	<p>Genre: Poetry Spring poem- descriptive language, adjectives, similies</p>		

<p>b. Writes to convey ideas and information c. Writes using conventions</p>		<p>Craft: Journal writing Pictures convey meaning Write known letters Write beginning letter sounds</p> <p>Genre:poetry Name Poems - acrostics</p>	<p>Genres:Personal Narrative Craft: Journal writing Label pictures Read back own writing</p>	<p>Use space between words Use of beginning and ending sounds</p>	<p>Write CVC words</p> <p>Genre: Poetry Winter poems - alliteration, descriptive words</p>	<p>Genres: Personal Narratives Craft: Journal writing Add details</p> <p>Begin publishing</p>	<p>Genre: Science journals</p>
<p>Essential ?</p> <p>What is the essential function of writing and why is writing important? How are personal messages shared through writing?</p> <p>Assessments</p>	<ul style="list-style-type: none"> Why do people write? Why is learning letter sounds important? <p>Anecdotal accounts Journal entries</p>	<p>*What is the purpose of a journal?</p>		<p>*How do I turn my thoughts into complete sentences?</p>	<p>*How do we write a sentence?</p> <p>Writing Mechanics checklist Journal sample</p>	<p>*Why do we edit writing for details?</p>	<p>*What are the features of non-fiction text? *What is a poem?</p> <p>Writing Mechanics checklist Journal sample</p>
<p>Listening/ speaking (Language)</p>	<p>TS8: Listens to and understands increasingly complex language</p> <p>-comprehends language -follows directions</p>	<p>TS 9:Uses language to express thoughts and needs</p> <p>-Use an expanding expressive vocabulary -speaks clearly -Uses conventional grammar -Tells about another time or place</p>	<p>TS 10:Uses appropriate conversational and other communication skills</p> <p>-Engages in conversation -Uses social rules of language</p>				
<p>Math</p> <p>TS13: Uses symbols and images to represent something not present a- Thinks symbolically TS20: Uses number concepts and operations a. Counts b. Quantifies c. Connects numerals with their quantities d. Understands and uses place value and base ten e. Applies properties of mathematical operations and relationships f. Applies number combinations and mental number strategies in mathematical operations TS21: Explores and describes spatial relationships and shapes a. Understands spatial relationships b. Understands shapes</p>	<p>Patterns (TS23) Number formation 0-10</p> <p><u>Number Sense</u> Count to 20 Count back from 10 1 to 1 count to 10</p> <p>More/Less to 10 Dot ID Reg. dice formations to 6 Sorting by 2 attributes</p>	<p>Addition with manipulatives to 5 (TS20) Intro. to number lines to 20, know before/after (directionality) Introduction to bar and pie graphs Tally marks Compare written numerals within 10 (\leftrightarrow) Practice combinations to 5 Know "families" (Ex: $5+2=3$ $3+2=5$ $5-3=2$ $5-2=3$ The family is 5,3,2)</p>	<p>Number formation to 20 1 to 1 \leftrightarrow 20 Count forward to 50 Count by 10's to 50 Count backwards from 20 Addition and subtraction within 5 with equations Math families/Math Mountains</p>	<p>Geometry (TS21) ID 2d and 3d shapes Story problems within 10 Add/subtract within 10 with manipulatives ID irregular dot patterns <6</p>	<p>Decompose numbers ≤ 10 Count forward to 100 by 1's and 10's Count forward from any given number within 100 Formation of numbers to 20</p>	<p>Measurement (length, time, money)</p> <p>Count backward from 25 Find the number that makes 10 (ex: I have 4, how many more make 10?) Represent addition and subtraction within 10 with manipulatives Compose and decompose teens using 10s plus some more 1s</p>	

<p>TS22: Compares and measures a. Measures objects b. Measures time and money c. Represents and analyses data TS23: Demonstrates knowledge of patterns</p>										
<p>Essential ?</p> <p>Assessments</p>	<p>*How is math relevant to me? *How do we compare numbers?</p> <p>TS Gold # writing assessment Math screener</p>	<p>*What methods of addition work best for me? *How does graphing help us organize information?</p>	<p>*What are different and efficient ways to count? *How do numbers relate to each other?</p> <p>Observations</p>	<p>*How do we use geometry? *Why is geometry considered math? *How does geometry apply to everyday math?</p> <p>Math screener #writing assessment TS Gold</p>	<p>Observations</p>	<p>*Why is it important to have different units of measurement? *What is a unit of measurement?</p>	<p>*What methods of subtraction work best for me?</p> <p>#writing assessment Math screener (end of year assessment?) Common core checklist TS Gold</p>			
<p>Science science standards link TS13: Uses classification skills TS24: Uses scientific inquiry skills TS25: Demonstrates knowledge of the characteristics of living things TS26: Demonstrates knowledge of the physical properties of objects and materials TS27: Demonstrates knowledge of Earth's environment TS28: Uses tools and technology to perform tasks</p>	<p><u>Study of Bees</u> Living things have characteristics and basic needs & organisms can be described and sorted by their physical characteristics.</p>	<p><u>Outdoor Education</u> Sorting and classifying objects from nature</p>	<p><u>Earth's Resources: Tree and Leaf Study</u> Earth's materials have properties and characteristics that affect how we use those materials. Describe how humans are dependent on the diversity of resources provided by Earth and Sun. <u>Eco Cycle:</u> Conservation, sort and classify</p>	<p>-----> -----></p> <p>(Integrate with SS curriculum of Thanksgiving, English settlers and Native people)</p>	<p><u>States of Matter</u> May be moved to another month due to weather conditions (SNOW) <u>Eco cycle visit</u></p>	<p><u>Physical Science</u> 1.Objects can move in a variety of ways that can be described by speed and direction 2.Objects can be sorted by physical properties, which can be observed and measured.</p> <p>-----></p>	<p>-----></p>	<p><u>Earth/Moon Studies</u> Events such as night, day, the movement of objects in the sky, weather, and seasons have patterns.</p> <p>CDE Standard: 3. Earth Systems Science :The sun provides light and heat to the Earth</p>	<p><u>Study of 4 life cycles</u> (Examples: butterfly, moth, ladybug, praying mantis) Living things develop in predictable patterns: Analyze how various organisms grow, develop, and differentiate during their lifetimes based on an interplay between genetics and their environment.</p>	<p>-----></p>
<p>Essential ? Assessments</p>	<p>What defines a living thing? How are living creatures dependent on each other?</p>	<p>How and why do people sort and classify information?Why do we classify? How do we classify things in our world?</p>			<p>How are humans dependent on natural resources?</p>					
<p>TSGold Standards</p>	<p>August</p>	<p>September</p>	<p>October</p>	<p>November</p>	<p>December</p>	<p>January</p>	<p>February</p>	<p>March</p>	<p>April</p>	<p>May</p>
<p>Social Studies TS29: Demonstrates knowledge about self TS30: Shows basic understanding of people and how they live TS31: Explores change related to familiar people or places TS32: Demonstrates simple geographic knowledge</p>	<p><u>Family photos</u> Explore similarities and differences among ourselves and extended to our community</p>	<p>Explore similarities and differences among ourselves and extend to our community</p> <p>Focus on how to ask questions vs making</p>	<p>Focus on temporal concepts such as understanding yesterday, today, tomorrow, days of week, months, time, etc.</p>	<p>Introduce maps, globes, states, countries, continents (Through Thanksgiving studies) -----> --> Native people of America and English settlers</p>	<p>-----></p>	<p>MLK Jr. Celebrating diversity</p>	<p>Discuss other people's perspectives and practice listening to those perspectives in our classrooms</p>	<p>-----></p>	<p>Introduce American coins and dollar bills</p>	

	* shows appreciation of the dramatizations of others.	communicates a message or story through action and dialogue	pretends to be the big bad wolf							
Computer/Tech Why do we use computers and how are they helpful?	Identify the parts of the computer and use the appropriate terminology. Maneuver the mouse (double click, scroll), login successfully. Identify and alphabet and number keys - use navigation keys (arrows, tabs, scroll bars).	Locate and open applications and identify their uses. Identify and alphabet and number keys - use navigation keys (arrows, tabs, scroll bars). Use paint/draw tools.	Identify and alphabet and number keys - use navigation keys (arrows, tabs, scroll bars).	-----> ----->	Use internet terminology, access and navigate a website, use bookmarks.	How to follow state and district standards for safe use of computers. Practice personal internet safety.	Use programs as directed by the teacher.	Respect others' privacy (password, files).	-----> ----->	-----> ----->
Physical	<u>Demonstrates Traveling Skills</u> * Moves to explore immediate environment, * Coordinates increasingly complex movements in play and games, * Coordinates multiple complex movements while traveling.	----->* Experiments with different ways of moving, * Moves purposefully from place to place with control, * Uses a variety of traveling movements, varying speed, pathways, and direction,	----->	----->	----->	----->	----->	----->	----->	----->
Social Emotional Learning TS1: Regulates own emotions and behaviors a- Manages feelings b- Follows limits and expectations, c- Takes care of own needs appropriately TS2: Establishes and sustains positive relationships a- Forms relationships with adults b- Responds to emotional cues c- Interacts with peers d- Makes friends TS3: Participates cooperatively and constructively in group situations a- Balances needs and rights of self and others b- Solves social problems Manages feelings (Is able to look at situations differently or delay gratification)	Practice decision making, giraffe talk Classroom jobs (rotate weekly throughout the year) Why do we need to get along with other people?	-----> ----->	-----> ----->	-----> ----->	-----> ----->	-----> MLK study: Celebrate diversity	-----> Fill buckets	-----> ----->	-----> ----->	-----> ----->

<p>Cognitive Learning</p> <p>TS11: Demonstrates positive approaches to learning. a- Attends and engages b- Persists c- Solves problems d- Shows curiosity and motivation e- Flexibility and inventiveness in thinking</p>	<p>TS12: Remembers and connects experiences a- Recognizes and recalls b- Makes connections</p>	<p>TS14: Uses symbols and images to represent something not present b- engages in social-dramatic play</p>								
<p>Field Experiences</p> <p>Why is experiential education important? Why do we do these trips?</p>	<p>Eco-Cycle Presentation</p>	<p>Children's Peace Garden: Bee Experience</p> <p>Eco-Cycle Processing Plant Field Trip</p> <p>Pond Trip</p>		<p>Eco-Cycle Presentation</p>	<p>Arvada Center Play TBD</p>	<p>YMCA: Ice Skating</p>	<p>YMCA: Ice Skating</p>	<p>CU Planetarium: Trip to the moon and other planets (or other program)</p>	<p>Orchestra Visit or Similar</p>	<p>Butterfly Pavilion: Bug Observation</p>
<p>Student-directed focus: How do I take responsibility for myself?</p>	<p>Independent work-time Class jobs Student choice</p>	<p>Independent work-time Class jobs Student choice</p>	<p>Independent work-time Class jobs Student choice</p>	<p>Independent work-time Class jobs Student choice</p>	<p>Independent work-time Class jobs Student choice</p>	<p>Independent work-time Class jobs Student choice</p>	<p>Independent work-time Class jobs Student choice</p>	<p>Independent work-time Class jobs Student choice</p>	<p>Independent work-time Class jobs Student choice</p>	
<p>Service learning: What is our role in the world? Why should we help others and the world?</p>	<p>School grounds clean-up twice/year each class Class jobs</p>	<p>Eco-cycle classes to promote reusing, recycling, and composting. Eco-cycle Factory Tour Class jobs</p>	<p>Class jobs</p>	<p>Eco-cycle Presentation Class jobs</p>	<p>Green Team Make a Difference Exploration Class jobs</p>	<p>Class jobs</p>	<p>Class jobs</p>	<p>Class jobs</p>	<p>Class jobs</p>	<p>Class jobs</p>

Note: This curriculum map will be updated as we make changes or adjustments