

Quincy Public School Kindergarten Curriculum Map

1 st trimester Big Idea/Theme:			Interactive writing ideas: Setting up the routine, define a space, expectations for materials (morning meeting time)					
1 st trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults.								
Social Emotional Lessons: Classroom Expectations, Schoolwide Expectations, SS Unit 1-Lesson 1								
Month	Literacy Workshop (90 minutes)			Play-based Choice Learning Centers (30 minutes) 3 days a week	Writer's Workshop (30-40 minutes) Handwriting	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes)	Content Workshop (30-minutes) *Integrate across the curriculum.
	Whole Group Lessons	Small Group Options	Independent Learning Centers					
AUGUST	<p>Whole Group: Read Aloud, Shared Reading, or Close Reading, Mini lessons, Share Time</p> <p>Vocabulary lessons should follow the structure of Marzano's 6 steps using a mentor text- see appendix</p>	<p>Small Group: Guided Reading, Shared Reading, Assisted Writing, Interactive Writing,</p>	<p>Independent Practice: Independent Learning Centers are teacher-directed learning centers. They should be a continuation of independent practice that promote automaticity and transfer. Centers should reflect lessons from literacy, writer's, math and content workshop. The centers should be focused on hands-on, minds-on meaningful activities and not worksheets. These activities can also be the same or similar to the Choice center activities. 15-20 minutes of tech time.</p>	<p>Play based Choice Learning Center activities are facilitated by the teacher and freely chosen and directed by children. Implementing play in the classroom includes planned, purposeful activities. Productive and intentional play builds on children's initiative and interests but does not descend into chaos.</p>	<p>Writer's Workshop Framework: Whole Class: Write Aloud, Shared/Interactive writing, Mini lessons, Share Time *Use of knowledge of text structure, composing strategies, and knowledge Small Group: Guided Writing, Conferences, Tailored Mini lessons/interactive writing Independent Practice: One on one conferences, independent/writing, projects</p>			
	<p>The following standards should be addressed through Close reads and small group instruction: RL.K.10: Actively engage in group reading activities with purpose and understanding. RI.K.10: Actively engage in group reading activities with purpose and understanding. L.K.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.</p>							
	<p>Read Aloud/Shared Reading:</p> <hr/> <p>Launching Unit</p> <ul style="list-style-type: none"> • Procedures/Expectations • Introduction to Reader's Workshop • The Reading Environment 	<p>Support and establish independence at centers</p>	<p>Introduce structures and routines for centers</p> <ul style="list-style-type: none"> • Role, responsibilities • Problem solving • Introduce Centers • Letter activities 	<p>Introduce structures and routines for centers</p> <ul style="list-style-type: none"> • Roles, responsibilities • Problem solving • Planning for play • Introduce choices/practice shorter time 	<p>Launching Unit</p> <ul style="list-style-type: none"> • Procedures/ Expectations • Introduction to Writer's Workshop • The Writing Environment <p>Handwriting</p> <ul style="list-style-type: none"> • Writing names correctly • Letter launching 		<p>Unit 0 Ongoing Daily Routines</p> <ul style="list-style-type: none"> • Establish Math Routines jobs • Teach Math Routines <ul style="list-style-type: none"> ○Number of the Day ○Attendance ○Daily Schedule and Monthly Calendar ○Weather and Temperature Observation ○Survey 	<p>Content: Civics: Roles and responsibilities of Leaders in My Social World</p> <p>Skills: At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • With guidance and support, identify the roles of individuals and leaders and their responsibility to meet the needs of different people and communities. (SS.CV.1) • With guidance and support, identify reasons for rules and explain how rules establish responsibilities and roles for various settings. (SS.CV.2) <p>Optional Resources:</p> <ul style="list-style-type: none"> • My World: Chapter 1 Learning and Working Together • EngageNY: Civic Ideals* • EngageNY: Rules* • HMH: Being a Good Citizen • HMH: Flags & Other Symbols • Text Sets: <p>Essential Questions:</p> <p>Activities:</p> <p>Assessments:</p>
	<p>Read Aloud/Shared Reading:</p> <hr/> <p>Launching Unit</p> <ul style="list-style-type: none"> • Procedures/Expectations • Introduction to Reader's Workshop • The Reading Environment 	<p>Support and establish independence at centers</p>	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> • Oral language: puppets/retelling stories • Browsing books/library/Big books • Listening to books • Writing/Drawing stories • Names (mag. Letters): self/others • Discovery (integrate content lessons) • Calendar Work • Weather (draw, predict) • Rhyming Stories/Nursery Rhymes • Fine motor: sample ideas in appendix of map • Letter activities 	<p>Suggested opportunities</p> <ul style="list-style-type: none"> • Imagination Station – weather • Puppets – free play or retell story • Art / Fine Motor Station: drawing – student choice of topic or medium • Building Blocks: Working together • Books 	<ul style="list-style-type: none"> • How to Hold a Pencil • Writing Expectations <p>Handwriting</p> <ul style="list-style-type: none"> • Writing names correctly • Letter launching 		<ul style="list-style-type: none"> • Teach Math Routines <ul style="list-style-type: none"> ○Number of the Day ○Attendance ○Daily Schedule and Monthly Calendar ○Weather and Temperature Observation ○Survey <p>*These routines will help build number sense if done daily.</p>	

Assessments for Instruction:

• Fountas and Pinnell Benchmark	• KIDS assessment	• Phonemic Awareness/Phonics Assessments
• Letter Identification	• Reading Proficiency Checklist	• Content Areas Unit tests
• Running Records	• Writing Proficiency Checklist	• Math Assessments: ACI's BOY, MOY, EOY

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1 st trimester Big Idea/Theme:				Interactive writing ideas: Concepts about print, letter launching, sharing the pen (across the curriculum)				
1 st trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults.								
Social Emotional Lessons: Second Step: Lessons 2-5								
Month	Literacy Workshop (90 minutes)			Play-based Choice Learning Centers (30 minutes) 3 days a week	Writer's Workshop (45 minutes) Handwriting	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes) *continue math routines	Content Workshop (30 minutes) *Integrate across the curriculum.
	Whole Group Lessons	Small Group Options Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.	Independent Learning Centers					
S E P T E M B E R	<p><u>Read Aloud/Shared Reading:</u></p> <p><u>Develop & apply the strategy of: Taking Care of Books</u></p> <ul style="list-style-type: none"> Favorite books How to take care of books as you read How to put books away How to find books in the classroom library 	<p><u>Support and establish independence at centers</u></p>	<p><u>Suggested opportunities:</u></p> <ul style="list-style-type: none"> Oral language: puppets (play, retelling stories) Browsing books Listening to books Writing/Drawing stories: Tracing letters, building letters/words with manipulatives, Write the room, Labeling, lists Names (mag. Letters) self/others Discovery (integrate content lessons) Big Books: Read, Retell, Letter hunt Weather work Calendar Work Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, number sense Fine motor: sample ideas in appendix of map 	<p><u>Suggested opportunities:</u></p> <ul style="list-style-type: none"> Imagination Station – weather Puppets – free play or retell stories Art/Fine Motor station: drawing – student choice of topic or medium Building Blocks: Working together Listening to or browsing books 	<ul style="list-style-type: none"> Left to right/return sweep Turn and Talk Accessing and Returning writing materials Making writing resources /charts / Lists/posters <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Concept of a line and a circle Letter Launching 	<p><u>Launching the Phonics Workshop:</u></p> <ul style="list-style-type: none"> Alphabet Recognition Phonological awareness/word discrimination Count letters Rhyme Sentence completion /Rhyme <p><u>Phonemic Awareness</u> Use Heggerty Resource to supplement resource. Phonemic Awareness is also embedded into Phonics lessons.</p>	<p><u>Unit 1 Counting, Developing Number Sense, Graphing</u></p> <ul style="list-style-type: none"> 1-1 Partner Match 1-2 Introduction to Pattern Blocks 1-3 Gotcha: A Counting Game 1-4 Number Walk <p>*Minute math activities *Supplement number sense activities as needed</p>	<p><u>Continue above</u></p>
	<p><u>Read aloud/Shared Reading:</u></p> <p><u>Develop & apply the strategy of: Choosing Books</u></p> <ul style="list-style-type: none"> Using cover to choose a book Favorite topics Favorite characters Use the title, cover, and illustrations to preview a book Reviewing how to start a new book: cover, title, story page by page, words, pictures 	<ul style="list-style-type: none"> Begin pulling up students in groups or one on one <ul style="list-style-type: none"> Name writing ABC chart Refer to the checklist to see when students are ready for books Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology. 	<ul style="list-style-type: none"> Oral language: puppets (play, retelling stories) Browsing books Listening to books Writing/Drawing stories: Tracing letters, building letters/words with manipulatives, Write the room, Labeling, lists Names (mag. Letters) self/others Discovery (integrate content lessons) Big Books: Read, Retell, Letter hunt Weather work Calendar Work Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, number sense Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station-house/kitchen Puppets – free play or retell story Art/ Fine Motor Station: drawing – student choice of topic or medium Building Blocks: Working together Listening to or browsing books 	<ul style="list-style-type: none"> Making Writing Resources: Big Books Planning for writing: visualize How Pictures Convey stories Labeling <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Sorting letters: Short/tall, slants, circles, dots Letter Launching 	<p><u>Launching the Phonics Workshop:</u></p> <ul style="list-style-type: none"> High frequency words-can Words vs. letters Spaces between words Words in sentences/syllable segmentation Sentence completion <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> Give phonemic awareness assessment 	<ul style="list-style-type: none"> 1-5 Getting to Know Numbers 1-6 Count and Sit 1-7 Class Birthdays 1-8 Class Age Graph <p>*Minute math activities *Supplement number sense activities as needed</p>	
	<p><u>Read aloud/Shared Reading:</u></p> <p><u>Develop & apply the strategy of: Knowing Yourself as a Reader</u></p> <ul style="list-style-type: none"> Reading spots in the classroom At home reading Getting ready to read (why did you choose the book? Think about what will happen in the book, excited to read the book Paying attention to what you are reading 	<p>Begin small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing <ul style="list-style-type: none"> Concepts About Print (Front of the book, back of the book, letter/word) Simple High-Frequency words ABC chart Name Writing 	<ul style="list-style-type: none"> Oral language: puppets (play, retelling stories) Browsing books Listening to books Writing/Drawing stories: Tracing letters, building letters/words with manipulatives, Write the room, Labeling, lists Names (mag. Letters) self/others Discovery (integrate content lessons) Big Books: Read, Retell, Letter hunt Weather work Calendar Work Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, number sense Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station-house/kitchen Puppets – free play or retell story Art/Fine Motor Station: drawing – student choice of topic or medium Building Blocks Listening to or browsing books 	<ul style="list-style-type: none"> Where do Writer's Get Ideas More ways Writer's get ideas Pattern Writing Capitalize the word I Sorting letters: individual letters, uppercase/lowercase, below the line Letter Launching 	<p><u>Launching the Phonics Workshop:</u></p> <ul style="list-style-type: none"> Phoneme isolation Directionality Match lowercase letters Identify letters in a sentence Blending syllables 	<ul style="list-style-type: none"> 1-9 Number Stations 1-10 Quick Looks 1-11 Five Frames 1-12 Describing Shapes <p>*Minute math activities *Supplement number sense activities as needed</p>	<p><u>Content: Weather and Climate Skills: At the end of this unit, students will be able to:</u></p> <ul style="list-style-type: none"> With guidance and support, explain how weather, climate, and other environmental characteristics affect people's lives and cultural identities in our region. (Geography-SS.G.1.K) Make observations to determine the effects of sunlight on the Earth's surface.(PS3-1) Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.(PS3-2) Use and share observations of local weather conditions to describe patterns over time.(ESS2-1) Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (ESS2-2) <p><u>Resources:</u></p> <ul style="list-style-type: none"> Mystery Science: Wild Weather Mystery Science: Circle of Seasons Mystery Science: Sunny Skies
	<p><u>Read Aloud/Shared Reading:</u></p> <p>WAR: Draw/Write about your favorite part.</p> <ul style="list-style-type: none"> What is your favorite part? (W.K.1) 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing <ul style="list-style-type: none"> Concepts About Print (Front of the book, back of the book, letter/word) Simple High-Frequency words Name Writing ABC chart 	<ul style="list-style-type: none"> Oral language: puppets (play, retelling stories) Browsing books Listening to books Writing/Drawing stories: Tracing letters, building letters/words with manipulatives, Write the room, Labeling, lists Names (mag. Letters) self/others Discovery (integrate content lessons) Big Books: Read, Retell, Letter hunt Weather work Calendar Work Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, number sense Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station: house/kitchen Puppets – free play or retell story Art/ Fine Motor Station: drawing – student choice of topic or medium Building Blocks Listening to or browsing books 	<ul style="list-style-type: none"> Using Resources: ABC chart Stretching out words How to help yourself What to do when you are done <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Using the "over" stroke: c, o, a, d, g Letter Launching 	<p>Launching the Phonics Workshop:</p> <ul style="list-style-type: none"> Alphabet recognition Alphabet recognition Phoneme isolation Phoneme blending Phoneme blending 	<ul style="list-style-type: none"> 1-13 Shape Patterns <p><u>Unit 2 Counting & Comparing Sets, Number Stories, Shapes</u></p> <ul style="list-style-type: none"> 2-1 Match up with Dot Cards 2-2 Top-It with Dot Cards 2-3 Getting to Know Triangles <p>*Minute math activities *Supplement number sense activities as needed</p>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> Week 3/4: Wild Weather Lessons 1-3 <p><u>Assessments:</u></p> <ul style="list-style-type: none"> Week 3/4: Wild Weather Lessons 1-3

Assessments for Instruction:

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1 st trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults.								
Social Emotional Lessons PBIS Booster, Second Step: Unit 2: Lessons 6-7, Review class expectations								
Month	Literacy Workshop (90 minutes)			Play-based Choice Learning Centers (30 minutes) 3 days a week	Writer's Workshop (45 minutes) Handwriting	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes) *continue math routines	Content Workshop (30 minutes) *Integrate across the curriculum.
	Whole Group	Small Group Options <small>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.</small>	Independent Learning Centers					
OCTOBER	<p>Author Study: Choose an author's set of books to study in depth. See appendix..</p> <p>Focus: R.L.K.9- Compare & Contrast the adventures and experiences of characters in familiar stories.</p> <ul style="list-style-type: none"> Understand the "who" of the story. Understand the "what" of the story Identify similarities in the experiences of characters Identify differences in the adventures of characters Identify new words & phrases 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word work (Beginning Sounds/letters) 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: puppets (play, retelling stories) Browsing books/Listening to books Writing/Drawing stories: Write the room, personal narratives, labeling, lists Names (mag. Letters) self/others Letter work (sorting: tall, short, circles, dots) Counting letters Discovery: Weather Big Books: Read, Retell, Letter Hunt Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, number sense Fine motor: sample ideas in appendix of map 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Imagination Station/Props: act out story or play restaurant (pizza, donut shop, bakery) Building Blocks: sorting, building, ramps, make name with blocks Art/ fine Motor Station Fitness: movement with music, match movement with tempo Game/Puzzle Station 	<ul style="list-style-type: none"> Sharing your writing with a partner Responding to Shared Writing Publishing Celebration <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Using the "over" stroke: q, s, f 	<p>Unit 1: Week 1</p> <ul style="list-style-type: none"> Alphabet review Recognize and produce rhyme/syllable blending <p><u>Phonemic Awareness</u> Supplement activities based off assessment.</p>	<p>Math Assessments-</p> <p>*Minute math activities *Supplement number sense activities as needed</p>	<p><u>Optional Resources:</u></p> <ul style="list-style-type: none"> HMH: Unit 5: Weather DefinedLearning: Weather Reporter DefinedLearning: Sunlight on an Ocean Shelf HMH: Unit 4: The Sun Warms the Earth Text Sets:
	<p>ODW- Literary Task Mouse Count (needs & wants)(R.L.K.1,2,4,5,6) (L.K.1-2)(W.K.2)</p> <ul style="list-style-type: none"> Introduce author & illustrator Shared reading class chart-greedy Class retelling partner retelling Personal Narrative Unit- to prepare for writing unit <p>Close read: Do Like Kyla</p> <ul style="list-style-type: none"> Identify beginning, middle, end. Identify characters & setting (Text Map) R.L.K.3 Describe the relationship between illustrations & the story in which they appear. R.L.K.7 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word Work (Beginning sounds/letters) 	<p>Small groups:</p> <ul style="list-style-type: none"> Oral language: puppets (play, retelling stories) Browsing books/Listening to books Writing/Drawing stories: Write the room, personal narratives, labeling, lists Names (mag. Letters) self/others Letter work (sorting: tall, short, circles, dots) Counting letters Discovery: Weather Big Books: Read, Retell, Letter Hunt Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, number sense Fine motor: sample ideas in appendix of map 	<p>Imagination Station/Props: act out story or play restaurant</p> <ul style="list-style-type: none"> Building: sorting, building, ramps, make name with blocks etc. Art/Fine Motor station Fitness: Music and movement Games/Puzzle Station 	<p>ODW- Literary Task Mouse Count (needs & wants)</p> <ul style="list-style-type: none"> Fast focused vocabulary Draw & Write to demonstrate understanding of greedy Characteristics of text types ((info, storybook, poem) <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Using the "across" stroke: e Using the "down" stroke: l, t, l, j <p><i>Independent Writing prompt/Writing proficiency checklist</i></p>	<p>Unit 1: Week 2</p> <ul style="list-style-type: none"> Letter m Phoneme isolation <p><u>Phonemic Awareness</u> Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 2-4 Number Board 2-5 Pocket Problems 2-6 How Many Now? <p>*Minute math activities *Supplement number sense activities as needed</p>	<p><u>Activities:</u></p> <ul style="list-style-type: none"> Circle of Seasons: Lessons 1-3 Sunny Skies: Lessons 1-3 <p><u>Assessments:</u></p> <ul style="list-style-type: none"> Circle of Seasons: Lessons 1-3 Sunny Skies: Lessons 1-3
	<p>Continue Close Read: Do Like Kyla Develop and apply the strategies of:</p> <ul style="list-style-type: none"> Ask & answer questions about unknown words. Vocabulary Lesson: R.L.K.4 Write about your favorite part. W.K.1 Develop & apply the strategy of: Making Predictions Using title and cover to make predictions Predicting story words based on the pictures Using a picture walk to make predictions Check my predictions Using story patterns to make predictions 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word Work (Beginning sounds/letters) 	<p>Small groups:</p> <ul style="list-style-type: none"> Oral language: puppets (play, retelling stories) Browsing books/Listening to books Writing/Drawing stories: Write the room, personal narratives, labeling, lists Names (mag. Letters) self/others Letter work (sorting: tall, short, circles, dots) Counting letters Discovery: Weather Big Books: Read, Retell, Letter Hunt Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, number sense Fine motor: sample ideas in appendix of map 	<p>Imagination Station/Props: act out story or play restaurant (pizza, donut shop, bakery)</p> <ul style="list-style-type: none"> Building Blocks: sorting, building, ramps, make name with blocks Art/ fine Motor Station Fitness: movement with music, match movement with tempo Game/Puzzle Station 	<p>Personal Narrative Unit <i>Teacher demonstrates with mentor text and writes a personal narrative with the class to demonstrate the process</i></p> <ul style="list-style-type: none"> Introduction to Personal Narratives Telling stories in illustrations Drawing Even Hard to Make Ideas Drawing people <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Using the "down" stroke: b, h, m, n, p 	<p>Unit 1: Week 3</p> <ul style="list-style-type: none"> Short a Phoneme isolation <p><u>Phonemic Awareness</u> Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 2-7 Open Response 2-7 Open Response 2-8 Getting to Know Circles 2-9 Ten Frames 2-10 Counting Collections <p>*Minute math activities *Supplement number sense activities as needed</p>	
	<p>Read Aloud/Shared Reading: _____ Develop & apply the strategy of: Activating Background Knowledge</p> <ul style="list-style-type: none"> Using the cover and the title to think about what you know Using pictures to think about what you know Using what you know about a topic Talk with others about what you know Identify what you learned after reading the book 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word Work (Beginning sounds/letters) 	<p>Small groups:</p> <ul style="list-style-type: none"> Oral language: puppets (play, retelling stories) Browsing books/Listening to books: Write or draw about what you learned. Writing/Drawing stories: Write the room, personal narratives, labeling, lists Names (mag. Letters) self/others Letter work (sorting: tall, short, circles, dots) Counting letters Discovery: Weather Big Books: Read, Retell, Letter Hunt Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, number sense Fine motor: sample ideas in appendix of map 	<p>Imagination Station/Props: act out story or play restaurant (pizza, donut shop, bakery)</p> <ul style="list-style-type: none"> Building Blocks: sorting, building, ramps, make name with blocks Art/ fine Motor Station Fitness: movement with music, match movement with tempo Game/Puzzle Station 	<ul style="list-style-type: none"> Drawing clothing on people Drawing people in Action Carrying on as independent Writers Using Both pictures and words like famous authors <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Using the "down" stroke: r, u, k 	<p>Unit 2: Week 1</p> <ul style="list-style-type: none"> Letter s Phoneme isolation, Blend onset/rime <p><u>Phonemic Awareness</u> Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 2-11 Getting to know Rectangles 2-12 Number Stories 2-13 More Number Stories <p><u>Unit 3 Numerals and Graphing</u></p> <ul style="list-style-type: none"> 3-1 Pattern-Block Graph 3-2 Ten-Bean Spill <p>*Minute math activities *Supplement number sense activities as needed</p>	

Assessments for Instruction:

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|---|---|---|
| <ul style="list-style-type: none"> Fountas and Pinnell Benchmark Letter Identification Running Records | <ul style="list-style-type: none"> KIDS assessment Reading Proficiency Checklist Writing Proficiency Checklist | <ul style="list-style-type: none"> Phonemic Awareness/Phonics Assessments Content Areas Unit tests Math Assessments: ACI's BOY, MOY, EOY |
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Social Emotional Lessons Second Step: Lessons 8, PBIS Booster, SS Lesson 9, Review Expectations, SS Lesson 10								
Month	Literacy Workshop (90 minutes)			Play-based Choice Learning Centers (30 minutes) 3x week	Writer's Workshop (45 minutes) Handwriting	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes) *continue math routines	Content Workshop (30 minutes) *Integrate across the curriculum.
	Whole Group Lessons	Small Group Options Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.	Independent Learning Centers					
N O V E M B E R	<p>Read Aloud/Shared Reading: _____</p> <p>Develop & Apply the strategy of: Building Vocabulary and concept knowledge</p> <ul style="list-style-type: none"> Think about words in the title Using picture clues to figure out words Using what you know to figure out unfamiliar words Looking for words that repeat 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word Work (Beginning sounds/letters) 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: puppets, felt board (play, retelling stories) Browsing books/Listening to books; Write or draw about the beginning, middle, end of a story Writing/Drawing stories: Write the room, personal narratives, labeling, lists Discovery: Life in the past with life today: holidays, technology, food, schools, homes Big Books: Read, Retell, Letter Hunt, Respond to text Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, Compare shapes, number sense Letter/Word Work: Upper & lower match/beginning sounds, build sight words, manipulate words, word families Phonological awareness: Beginning sounds, Go Fish, Final Sound Concentration, Count the Sounds Technology related to specific learning Fine motor: sample ideas in appendix of map 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Imagination Station – Gym/Trainer Sorting Station – noticing and naming Art/Fine Motor Station STEM Station Game/Puzzle Station 	<ul style="list-style-type: none"> Stretching and Writing words: Initial Sounds Spelling the Best, We Can and Moving On Using Writing Tools: Alphabet Chart Counting the words in a message <p>Handwriting</p> <ul style="list-style-type: none"> Using "slant" stroke: v, w, x, y 	<p>Unit 2: Week 2</p> <ul style="list-style-type: none"> Letter t Blend onset and rime <p>Phonemic Awareness Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.</p>	<ul style="list-style-type: none"> 3-3 Rope Spills 3-4 Number Books <p>*Minute math activities *Supplement number sense activities as needed</p>	<p>Content: History: My Social World</p> <p>Skills: At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> With guidance and support, compare life in the past to life today, including the points of view of diverse groups of people. (SS.H.1)*This standards is also emphasized in JA. Identify and describe the purpose of the national holidays of the United States, the major holidays of diverse groups, and the bravery or achievements of the diverse people that make these days special holidays. (SS.H.2)
	<p>Read Aloud/ Shared Reading: _____</p> <p>Develop & apply the strategy of: Making Inferences:</p> <ul style="list-style-type: none"> Notice words to infer what the text will be about Create pictures in your mind Think carefully to make sense of the text Use words to understand what characters are like Notice what characters do and say to help understand the text 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word Work (Beginning sounds/letters) 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: puppets, felt board (play, retelling stories) Browsing books/Listening to books; Write or draw about the beginning, middle, end of a story Writing/Drawing stories: Write the room, personal narratives, labeling, lists Discovery: Life in the past with life today: holidays, technology, food, schools, homes Big Books: Read, Retell, Letter Hunt, Respond to text Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, Compare shapes, number sense Letter/Word Work: Upper & lower match/beginning sounds, build sight words, manipulate words, word families Phonological awareness: Beginning sounds, Go Fish, Final Sound Concentration, Count the Sounds Technology related to specific learning Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station – Gym/Trainer Sorting Station – noticing and naming Art/Fine Motor Station STEM Station Game/Puzzle Station 	<ul style="list-style-type: none"> Reread and touch each word Keeping letters in a word close together Leaving spaces between words Expectations for sharing (review as needed)/ Making suggestions about peer writing <p>Handwriting</p> <ul style="list-style-type: none"> Using the "across" stroke z (review e) 	<p>Unit 2: Week 3</p> <ul style="list-style-type: none"> Letter n Blend onset/rime <p>Phonemic Awareness Revisit phonemic awareness assessment.</p>	<ul style="list-style-type: none"> 3-5 Longer or Shorter? 3-6 Obstacle Course Positions 3-7 Open Response 3-7 Open Response 3-8 Spin a Number <p>*Minute math activities *Supplement number sense activities as needed</p>	<p>Optional Resources:</p> <ul style="list-style-type: none"> MyWorld: Chapter 6: Learning About the Past HMH: Past and Present EngageNY: Holidays HMH: History: A Celebration Text Sets:
	<p>ODW- Informational Snakes (RI.K.1,2,4,5,7)(L.K.1-2)(W.K.2)</p> <p>Day 1:</p> <ul style="list-style-type: none"> Name front, back, title page of book. Determine facts about snakes using illustrations and text. <p>Day 2</p> <ul style="list-style-type: none"> Identify main topic and orally retell key details. <p>Day 3</p> <ul style="list-style-type: none"> Identify parts needed to complete class book (front, back title) and share. Review essential questions, and revisit enduring understanding. 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word Work (Beginning sounds/letters) 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: puppets, felt board (play, retelling stories) Browsing books/Listening to books; Write or draw about the beginning, middle, end of a story Writing/Drawing stories: Write the room, personal narratives, labeling, lists Discovery: Life in the past with life today: holidays, technology, food, schools, homes Big Books: Read, Retell, Letter Hunt, Respond to text Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, Compare shapes, number sense Letter/Word Work: Upper & lower match/beginning sounds, build sight words, manipulate words, word families Phonological awareness: Beginning sounds, Go Fish, Final Sound Concentration, Count the Sounds Technology related to specific learning Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station – Gym/Trainer Sorting Station – noticing and naming Art/Fine Motor Station STEM Station Game/Puzzle Station 	<p>ODW Writing</p> <p>Day 1:</p> <ul style="list-style-type: none"> Introduce the class chart "All About Snakes" and add facts from the texts. <p>Day 2:</p> <ul style="list-style-type: none"> Model writing a fact/ rehearse facts Independently draw and or write to create a page for class book <p>Day 3-5: Continue to add to informational writing from ODW- create more pages and do the following lessons for informational</p> <ul style="list-style-type: none"> Labeling a picture or diagram Using Resources-alphabet chart/sound chart <p>Handwriting</p> <ul style="list-style-type: none"> Using the "over" stroke: c, o, a, d 	<p>Unit 3: Week 1</p> <ul style="list-style-type: none"> Short i Phoneme isolation/substitution <p>Phonemic Awareness Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 3-9 Line Up 3-10 Number-Card Activities 3-11 Roll and Record 3-12 Monster Squeeze 3-13 Numbers on Slates <p>*Minute math activities *Supplement number sense activities as needed</p>	<p>Essential Questions:</p> <p>Activities:</p>
	<p>Informational Read Aloud/Shared Reading: _____</p> <ul style="list-style-type: none"> Name the author/illustrator and define the role of each in presenting the ideas or information in a text. RI.K.6 Identify the front cover, back cover, and title page of a book RI.K.5 Identify the reasons an author gives to support points in a text. RI.K.8 <p>Develop & apply the strategy of: Problem Solving unfamiliar words: Create an anchor chart with strategies to help yourself as reader (reading with print strategies): Examples: Using picture clues, beginning sounds, think about what's happening, rereading, etc.</p>	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words Name Writing (if needed) ABC Chart Letter/Word Work (Beginning sounds/letters) 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: puppets, felt board (play, retelling stories) Browsing books/Listening to books; Write or draw about the beginning, middle, end of a story Writing/Drawing stories: Write the room, personal narratives, labeling, lists Discovery: Life in the past with life today: holidays, technology, food, schools, homes Big Books: Read, Retell, Letter Hunt, Respond to text Rhyming Stories/Nursery Rhymes Math: Games, Pattern blocks, Number work, Compare shapes, number sense Letter/Word Work: Upper & lower match/beginning sounds, build sight words, manipulate words, word families Phonological awareness: Beginning sounds, Go Fish, Final Sound Concentration, Count the Sounds Technology related to specific learning 	<ul style="list-style-type: none"> Imagination Station – Gym/Trainer Sorting Station – noticing and naming Art/Fine Motor Station STEM Station Game/Puzzle Station 	<ul style="list-style-type: none"> Keeping letters in a word close together Leaving spaces between words <p>Handwriting</p> <ul style="list-style-type: none"> Using the "over" stroke: q, s, f 	<p>Unit 3: Week 2</p> <ul style="list-style-type: none"> Using letter sound analysis Sorting and connection names <p>Phonemic Awareness Supplement activities based off assessment.</p>	<p>Unit 4 Counting by 10s & Counting On, Exploring Weight & Capacity, Composing & Decomposing Numbers, Combining Shapes</p> <ul style="list-style-type: none"> 4-1 Attribute Blocks 4-2 Shapes by Feel 4-3 Favorite Colors Graph 4-4 Meet the Calculator 4-5 Ten-Frame Quick Looks 4-6 Moving with Teens <p>*Minute math activities Last 2 weeks November</p>	<p>Assessments:</p>

Assessments for Instruction:

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|---------------------------------|---------------------------------|--|
| • Fountas and Pinnell Benchmark | • KIDS assessment | • Phonemic Awareness/Phonics Assessments |
| • Letter Identification | • Reading Proficiency Checklist | • Content Areas Unit tests |
| • Running Records | • Writing Proficiency Checklist | • Math Assessments: ACI's BOY, MOY, EOY |

Quincy Public School Kindergarten Curriculum Map

2 nd trimester Big Idea/Theme:		Interactive writing ideas: concepts about print, sight words, phonemic awareness, phonics, writing process (across the curriculum)						
2nd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults.								
Social Emotional Lessons: PBIS Booster, Review Class Expectations								
Month	Literacy Workshop (90 minutes)			Play-based Choice Learning Centers (30 minutes) 3x week	Writer's Workshop (45 minutes) Handwriting	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes) *continue math routines	Content Workshop (30 minutes) *Integrate across the curriculum.
	Whole Group	Small Group Options <small>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.</small>	Independent Learning Centers					
D E C E M B E R	Informational Unit: Letter Writing to prepare for writing unit Book talks: Letters Close Read: Dear Tooth Fairy <u>Develop and apply the strategies of:</u> <ul style="list-style-type: none"> Ask and answer questions RI.K.1 Identify main topic and retell key details RI.K.2 Ask and answer questions about unknown words RI.K.4 Why do people write letters? Describe the connection between two pieces of information RI.K.3 Identify reasons author gives to support points in a text RI.K.8 What does a letter look like? Notice and name parts/structure of a letter. (Anchor chart) Shared Writing: Letter to the Tooth Fairy.W.K.2 	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Ending sounds) 	Suggested opportunities: <ul style="list-style-type: none"> Oral language: puppets, felt boards (play, weather, retelling stories) Browsing books/Listening to books: Retell beginning, middle, end Writing/Drawing stories: Letters, non-fiction pieces, labeling Discovery: Life in the past with life today: holidays, technology, food, schools, homes Big Books: Read, Retell, Word Hunt, Respond Rhyming Stories/Nursery Rhymes Math: Games, Number work, Compare weights, interactive graph, number sense Letter/Word Work: Build Sight words, manipulate words, word families, task cards Phonological awareness: Counting Syllables, Final consonant Race, Beginning sound concentration Technology related to specific learning Fine motor: sample ideas in appendix of map 	Suggested opportunities: <ul style="list-style-type: none"> Imagination Station – Post Office/ Wrapping Presents Fitness: Yoga Poses Language - “Let’s Talk Art/Fine Motor Station STEM Station 	Informational Unit: Letter Writing <i>Teacher demonstrates with mentor text and writes a shared writing with the class to demonstrate the process</i> <ul style="list-style-type: none"> Letter writing: Building Prior Knowledge Letter writing: parts of a letter Letter writing: Writing a class letter Letter writing: Creating a list Handwriting <ul style="list-style-type: none"> Using the "across" stroke: e Using the "down" stroke: l, t, l, j 	Unit 3: Week 3 <ul style="list-style-type: none"> Letter p Phoneme isolation, substitution Syllables in spoken words Phonemic Awareness Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.	<ul style="list-style-type: none"> 4-7 Open Response 4-7 Open Response 4-8 Building Numbers 4-9 Exploring Weight *Minute math activities *Supplement number sense activities as needed	Continue above
	Literature Author Study: Choose an author's set of books to study in depth. See appendix. Focus: R.L.K.9- Compare & Contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> Understand the “who” of the story. Understand the “what” of the story Identify similarities in the experiences of characters Identify differences in the adventures of characters Identify new words & phrases/features of print 	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Ending sounds) 	<ul style="list-style-type: none"> Oral language: puppets, felt boards (play, weather, retelling stories) Browsing books/Listening to books: Retell beginning, middle, end Writing/Drawing stories: Letters, non-fiction pieces, labeling Discovery: Life in the past with life today: holidays, technology, food, schools, homes Big Books: Read, Retell, Word Hunt, Respond Rhyming Stories/Nursery Rhymes Math: Games, Number work, Compare weights, interactive graph, number sense Letter/Word Work: Build Sight words, manipulate words, word families, task cards Phonological awareness: Counting Syllables, Final consonant Race, Beginning sound concentration Technology related to specific learning Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station – Post Office/ Wrapping Presents Oral Language – “Let’s Talk Art/Fine Motor Station STEM Station Fitness: Yoga Poses 	<ul style="list-style-type: none"> Letter writing: paper choices Handwriting <ul style="list-style-type: none"> Using the "down" stroke: b, h, m, n, p 	Unit 4: Week 1 <ul style="list-style-type: none"> Short o Phoneme isolation blending Phonemic Awareness Supplement activities based off assessment.	<ul style="list-style-type: none"> 4-10 Exploring Capacity 4-11 Counting by 10s 4-12 Top-It with Number Cards 4-13 Number-Grid Exploration *Minute math activities *Supplement number sense activities as needed	
	Read Aloud/Shared Reading: _____ Develop & Apply the strategy of: Asking Questions <ul style="list-style-type: none"> Understand that who, what where, when, why, and how are questions words (Language L.K.1d, L.K.2b) Asking questions about the title Asking questions about pictures Asking “What is this book about?” Asking questions as you read Sharing questions with others Use a question mark at the end of a question. 	Small groups: <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Ending sounds) 	<ul style="list-style-type: none"> Oral language: puppets, felt boards (play, weather, retelling stories) Browsing books/Listening to books: Retell beginning, middle, end Writing/Drawing stories: Letters, non-fiction pieces, labeling Discovery: Life in the past with life today: holidays, technology, food, schools, homes Big Books: Read, Retell, Word Hunt, Respond Rhyming Stories/Nursery Rhymes Math: Games, Number work, Compare weights, interactive graph, number sense Letter/Word Work: Build Sight words, manipulate words, word families, task cards Phonological awareness: Counting Syllables, Final consonant Race, Beginning sound concentration Technology related to specific learning Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station – Post Office/ Wrapping Presents Oral Language - “Let’s Talk” Art/Fine Motor Station STEM Station Fitness: Yoga Poses 		Unit 4: Week 2 <ul style="list-style-type: none"> Letter c Phoneme isolation blending Phonemic Awareness Supplement activities based off assessment.		

Assessments for Instruction:

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| <ul style="list-style-type: none"> Fountas and Pinnell Benchmark Letter Identification Running Records | <ul style="list-style-type: none"> KIDS assessment Reading Proficiency Checklist Writing Proficiency Checklist | <ul style="list-style-type: none"> Phonemic Awareness/Phonics Assessments Content Areas Unit tests Math Assessments: ACI's BOY, MOY, EOY |
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Quincy Public School Kindergarten Curriculum Map

2 nd trimester: Big Idea/Theme:		Interactive writing ideas: concepts about print, sight words, phonemic awareness, phonics, writing process (across the curriculum)						
2 nd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults.								
Social Emotional Lessons : PBIS Booster, Second Step: Lessons: 11,12,13,14								
Month	Literacy Workshop (90 minutes)			Play-based Choice Learning Centers (30 minutes) 3x week	Writer's Workshop (45 minutes) Handwriting	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes) *continue math routines	Content Workshop (30 minutes) *Integrate across the curriculum.
	Whole Group	Small Group Options Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.	Independent Learning Center					
JANUARY	<p>Opinion Unit: to prepare for writing unit Close read: The Perfect Pet & Duck Rabbit Developing and applying the strategy of: Self-monitoring /self-correcting * Review problem-solving chart created earlier, and you may need to add more strategies students are ready for</p> <ul style="list-style-type: none"> Stopping to ask, "Does this make sense?" Ask questions while reading and read to find out answers RL.K.1 Ask for help when you don't understand Stop at unfamiliar words and try to figure out the meaning RI.K.4 Compare the two stores RL.K.9 Writing about Reading: Write an opinion about a favorite book and support with a reason. W.K.1 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Ending sounds/letters) 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: puppets/retelling stories Browsing library Listening to books/responding: Write- favorite book, author, part Writing/Drawing stories: Write the room, personal narratives, letters Buddy reading Discovery: Force and Motion Big Book: Read, Retell, Word Hunt, Respond Letter/Word Work: Build Sight words, Manipulate words, Word Families Phonological awareness: Blends, Rimes Poems/Pocket chart: Read, Build, Fill in Blank Technology related to specific learning Math: Games, Number sense, shapes Fine motor: sample ideas in appendix of map 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Imagination Station – Construction Site Books Art/Fine Motor Station Games/Puzzles Blocks – forces and motion 	<p>Opinion Unit: <i>Teacher demonstrates with mentor text and writes opinion pieces with the class to demonstrate the process.</i></p> <ul style="list-style-type: none"> What is an opinion? How to state your opinion Stretching words Expressing likes and dislikes Handwriting Using the "down" stroke: r, u, k 	<p>Unit 4: Week 3</p> <ul style="list-style-type: none"> Letter h Phoneme isolation Blend onset and rime <p>Phonemic Awareness Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.</p>	<p>Unit 5 Teen Numbers, 100th Day of School, Introduction to Symbols, Shapes)</p> <ul style="list-style-type: none"> 5-1 The 100th Day of School 5-2 Roll and Record with Dot Dice 5-3 Ten Bears on a Bus <p>*Minute math activities *Supplement number sense activities as needed</p>	<p>Content: Motion and Stability: Forces and Interactions Skills: At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.(PS 2-1) Analyze data to determine if a design solution works as intended to change the speed or direction of an object. (PS 2-2) <p>Resources:</p> <ul style="list-style-type: none"> Mystery Science: Force Olympics
	<p>ODW-Literary: George Flies South (RL.K.1,2,4,5,6,7) (L.K.1-2) (W.K.3)</p> <ul style="list-style-type: none"> Establish background knowledge about the changing seasons and bird migration. Discuss author, illustrator, text type. Shared writing: What new things was George afraid to do? What helped him try to do this new thing? Use physical movement to act out key phrases/targeted vocabulary. Discuss beginning, middle, end Students create their own beginning, middle, end of the book. <p>WAR: Use planner to draw beginning, middle, end of additional texts</p>	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Ending sounds/letters) Punctuation 	<p>Oral language: puppets/retelling stories</p> <ul style="list-style-type: none"> Browsing library Listening to books/responding: Write- favorite book, author, part Writing/Drawing stories: Write the room, personal narratives, letters Buddy reading Discovery: Force and Motion Big Book: Read, Retell, Word Hunt, Respond Letter/Word Work: Build Sight words, Manipulate words, Word Families Phonological awareness: Blends, Rimes Poems/Pocket chart: Read, Build, Fill in Blank Technology related to specific learning Math: Games, Number sense, shapes Fine motor: sample ideas in appendix of map 	<p>Imagination Station – Construction Site</p> <ul style="list-style-type: none"> Books Art/Fine Motor Station Games/Puzzles Blocks – forces and motion 	<p>Space between words</p> <ul style="list-style-type: none"> Class opinion book <p>Personal Narrative Unit <i>Teacher demonstrates with mentor text and writes a personal narrative with the class to demonstrate the process.</i></p> <ul style="list-style-type: none"> Story Elements: Characters Story Elements Setting Handwriting Using the "slant" stroke: v, w, x, y 	<p>Unit 5: Week 1</p> <ul style="list-style-type: none"> Letter b Phoneme isolation, addition Distinguish syllables in spoken words <p>Phonemic Awareness Revisit phonemic awareness assessment.</p>	<ul style="list-style-type: none"> 5-4 Find and Draw Shapes 5-5 Shapes All Around 5-6 Teen Partners 5-7 Open Response: Seats at a Party 5-7 Open Response Seats at the Party <p>*Minute math activities *Supplement number sense activities as needed</p>	<p>Optional Resources:</p> <ul style="list-style-type: none"> HMH: Unit 2 Forces & Motion Defined Learning: Forces and Interactions: Pushes and Pulls Text Sets:
	<p>.Personal Narrative Unit: to prepare for writing unit Close Read: Short Cut Develop and apply the strategies of: What are you noticing about personal narrative?</p> <ul style="list-style-type: none"> Ask and answer questions about the story. RL.K.1 Identify the beginning, middle, and end (text map). Retell the story. RL.K.2 Identify the main character. How do they solve the problem? RL.K.3 Identify the setting. Note how the author and illustrator use illustrations and words to show setting. RL.K.3 <p>Identify character's feelings. Note how the author and illustrator use words and pictures to help us identify character feelings. RI.K.7</p>	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Ending sounds/letters) Punctuation 	<p>Oral language: puppets/retelling stories</p> <ul style="list-style-type: none"> Browsing library Listening to books/responding: Make a connection (I think because...) Writing/Drawing stories: Write the room, personal narratives, letters Buddy reading Discovery: Force and Motion Big Book: Read, Retell, Word Hunt, Respond Letter/Word Work: Build Sight words, Manipulate words, Word Families Phonological awareness: Blends, Rimes, Syllables Poems/Pocket chart: Read, Build, Fill in Blank Technology related to specific learning Math: Games, Number sense, shapes Fine motor: sample ideas in appendix of map 	<p>Imagination Station – Construction Site</p> <ul style="list-style-type: none"> Books Art/Fine Motor Station Games/Puzzles Blocks – forces and motion 	<p>WAR: (After Close Read of Shortcut)</p> <ul style="list-style-type: none"> Draw the beginning, middle, and end of the story (text map) Draw the setting of the book. Adding details Beginning, Middle, End Handwriting Using "across" stroke: z (review e) 	<p>Unit 5: Week 2</p> <ul style="list-style-type: none"> Short u Phoneme isolation, addition Syllables in spoken words <p>Phonemic Awareness Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 5-8 Teens on Double Ten Frames 5-9 The Equal Symbol 5-10 The Addition Symbol 5-11 Growing Train <p>*Minute math activities *Supplement number sense activities as needed</p>	<p>Activities:</p> <ul style="list-style-type: none"> Lesson 1- Week 1 Lesson 2-Week 2 Lesson 3-Week 2 Lesson 4- Week 3 Lesson 5- Week 3 Lesson 6-Week 4
	<p>Close Read: My Apron Develop and apply the strategies of:</p> <ul style="list-style-type: none"> Identifying main characters and setting and retelling stories BME RL.K.1, RL.K.2, RL.K.3 Understanding unfamiliar words RL.K.4 Connecting to the story with personal connections (RI.K.9) Writing about characters and adding support for the reason W.K.8 <p>Create a definition of personal narratives</p>	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Ending sounds/letters) Punctuation 	<p>Oral language: puppets/retelling stories</p> <ul style="list-style-type: none"> Browsing library Listening to books/responding: Write about your favorite part Writing/Drawing stories: Write the room, PN, letters Buddy reading Discovery: Force and Motion Big Book: Read, Retell, Word Hunt, Respond Letter/Word Work: Build Sight words, Manipulate words, Word Families Phonological awareness: Blends, Rimes, Syllables Poems/Pocket chart: Read, Build, Fill in Blank Technology related to specific learning Math: Games, Number sense, shapes, number scrolls Fine motor: sample ideas in appendix of map 	<p>Imagination Station – Construction Site</p> <ul style="list-style-type: none"> Books Art/Fine Motor Station Games/Puzzles Blocks – forces and motion 	<p>Word Wall words in a snap</p> <ul style="list-style-type: none"> Quick Sketch Planning details Lowercase letters Handwriting Review letters as needed 	<p>Unit 5: Week 3</p> <ul style="list-style-type: none"> Letter r Phoneme isolation, substitution Syllables in spoken words <p>Phonemic Awareness Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 5-12 Number Scrolls 5-13 Shape Combination Unit 6 Length - Measurement, Two- & Three-Dimensional Shapes, Addition & Subtraction Situations & Symbols, and Sorting 6-1 Body Heights with String 6-2 Length Line Up 6-3 Types of Pets Graph 6-4 Solid Shapes Museum 6-5 Flat and Solid Shapes Last 2 weeks January) 	<p>Assessment:</p> <ul style="list-style-type: none"> Lesson 1- Week 1 Lesson 2-Week 2 Lesson 3-Week 2 Lesson 4- Week 3 Lesson 5- Week 3 Lesson 6-Week 4

Assessments for Instruction:

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|---------------------------------|---------------------------------|--|
| • Fountas and Pinnell Benchmark | • KIDS assessment | • Phonemic Awareness/Phonics Assessments |
| • Letter Identification | • Reading Proficiency Checklist | • Content Areas Unit tests |
| • Running Records | • Writing Proficiency Checklist | • Math Assessments: ACI's BOY, MOY, EOY |

Quincy Public School Kindergarten Curriculum Map

3rd trimester Big Idea/Theme:		Interactive writing ideas: concepts about print, sight words, phonemic awareness, phonics, writing process (across the curriculum)						
3 rd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults.								
Social Emotional Lessons : PBIS Booster, Second Step: Lessons 15, 16, 17								
Month	Literacy Workshop (90 minutes)			Play-based Choice Learning Centers (30 minutes) 3x week	Writer's Workshop (45 minutes) Handwriting	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes) *continue math routines	Content Workshop (30 minutes) *Integrate across the curriculum.
	Whole Group	Small Group Options Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.	Independent Learning Centers					
FEBRUARY	<p>Read Aloud: /Shared Reading: _____ <u>Develop & apply the strategy of:</u> Taking notes on fiction</p> <ul style="list-style-type: none"> Identify your favorite part Draw pictures/write to help you remember what you read. Use a simple reading journal Use your notes to share favorite parts with others WAR: Write about your favorite part and support with a reason. (W.K.1) <p>Language: Understand the purpose of nouns and verbs (L.K. 1b)</p> <ul style="list-style-type: none"> Define noun & verb Identify nouns & verbs in text. Sorts nouns & verbs <p>Language: Form regular plural nouns (L.K.1c)</p> <ul style="list-style-type: none"> Review the purpose of nouns. Forms regular plural nouns. Use plural nouns in oral sentences. 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Middle sounds) Punctuation 	<p><u>Suggested opportunities</u></p> <ul style="list-style-type: none"> Oral language: felt boards/puppets/retelling stories Browsing library/Book Box: Listening to books/responding: Beginning, Middle, End Writing/Drawing stories: Write the Room, Would you Rather...? Personal narratives Buddy reading: Question Stems Discovery: Weather- Observe/Record, Weather Broadcast, Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, manipulate words Phonological awareness: Beginning, middle, and end sound sorts, matches, games Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, number sense, games Fine motor: sample ideas in appendix of map 	<p><u>Suggested opportunities:</u></p> <ul style="list-style-type: none"> Imagination Station – Weather Art/Fine Motor Station STEM Sorting Station – noticing and naming Puppets - retelling 	<ul style="list-style-type: none"> Uppercase letters Chart addition between each sentence with an uppercase letter Complete sentences (L.K.1f): What is a sentence, main parts of a sentence(who(noun) doing something(verb). Produce complete sentences. Editing Checklist Celebrating our progress- * Explore a variety of tools to produce and publish <p><i>Independent Writing prompt/writing proficiency checklist</i></p>	<p>Unit 6: Week 1</p> <ul style="list-style-type: none"> Short e Phoneme isolation blending <p><u>Phonemic Awareness</u> Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.</p>	<p>Math Assessments</p>	<p>Continued from Above</p>
	<p><u>Informational Unit: How to-to prepare for writing unit</u> Book talks: How to Close read: _____ What are we noticing about how to? <u>Develop & apply the strategy of: Learning how to read How-to text</u></p> <ul style="list-style-type: none"> Why do we do how-to writing? Parts of a how-to Completing the steps Transition words Create a definition of how to writing <p>Language: Use prepositions (I.K.1e)</p> <ul style="list-style-type: none"> Understand the purpose of prepositions. Identify prepositions in sentences. Use prepositions in sentences. 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Middle sounds) Punctuation 	<ul style="list-style-type: none"> Oral language: felt boards/puppets/retelling stories Browsing library/Book Box: Listening to books/responding: Draw or write important information Writing/Drawing stories: Write the Room, Would you Rather...? Personal narratives Buddy reading: Question Stems Discovery: Weather Journal, Broadcast, Research sever weather Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, manipulate words, word families Phonological awareness: Blends Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, number sense, games Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station – Weather Art/Fine Motor Station STEM Sorting Station – noticing and naming Puppets - retelling 	<p><u>Informational Unit: How to</u> <i>Teacher demonstrates with mentor text and writes a shared writing with the class to demonstrate the process</i></p> <ul style="list-style-type: none"> Introduction to How to writing Making a list of how-to topics Elements of how to writing <p><u>Handwriting</u> Review letter throughout the year as needed</p>	<p>Unit 6: Week 2</p> <ul style="list-style-type: none"> Letter g Phoneme isolation Blend onset/rime <p><u>Phonemic Awareness</u> Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 6-6 “What’s my Rule?” Fishing 6-7 Open Response: Tall Enough to Ride 6-7 Open Response: Tall Enough to Ride 6-8 The Subtraction Symbol 6-9 The Disappearing Train <p>*Minute math activities *Supplement number sense activities as needed</p>	
	<p>Read Aloud/Shared Reading: ____ <u>Develop & Apply the strategy of: Learning information from nonfiction</u></p> <ul style="list-style-type: none"> Identifying fiction vs. Nonfiction Identifying the front cover, back cover, and title of the book RI.K.5 Linking what you already know to new information Learning new information from photographs/text features. Describe the relationship between illustrations and the text in which they appear. Identifying new information, you want to learn as you read and after your finish a text Identify the reasons the author gives to support points in a text. RI.K.8 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Middle sounds/letters) Punctuation 	<ul style="list-style-type: none"> Oral language: felt boards/puppets/retelling stories Browsing library/Book Box: Listening to books/responding: Draw or write important information Writing/Drawing stories: Write the Room, How-to, Personal narratives Buddy reading: Question Stems Discovery: Weather- Weather Journal, Broadcast, Research severe weather Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, manipulate words Phonological awareness: Vowels Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, number sense, games Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station – Weather Art/Fine Motor Station STEM Sorting Station – noticing and naming Puppets - retelling 	<ul style="list-style-type: none"> Shared Write of How to writing How to: Paper choice Using transition words in a how-to piece Word Boundaries: Keep letters in a word close together (review as needed) 	<p>Unit 6: Week 3</p> <ul style="list-style-type: none"> Letter d Phoneme isolation Blending Blend onset/rime <p><u>Phonemic Awareness</u> Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 6-10 Attribute Spinner 6-11 Hiding Bears 6-12 Growing and Disappearing Train 6-13 Number Stories with Symbols <p>*Minute math activities *Supplement number sense activities as needed</p>	
	<p><u>Informational Author Study:</u> Choose an author’s set of books to study in depth. See appendix.</p> <ul style="list-style-type: none"> Get to know the author (biographical information) Name the author and illustrator and define the role of each in presenting the ideas or information in a text. Ask and answer questions about key details RI.K.1 Identify the main topic and retell key details. RI.K.2 Identify the reason the authors give to support points in the text. 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Middle sounds/letters) Punctuation 	<ul style="list-style-type: none"> Oral language: felt boards/puppets/retelling stories Browsing library/Book Box: Listening to books/responding: Draw or write important information Writing/Drawing stories: Write the Room, How-to, Personal narratives Buddy reading: Question Stems Discovery: Weather-weather journal, Broadcast, research severe weather Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, manipulate words Phonological awareness: Vowels Poems/Pocket chart: Read, Build, fill in blank, Record known words Math: Graphs, number sense, games Technology related to specific learning 	<ul style="list-style-type: none"> Imagination Station – Weather Art/Fine Motor Station STEM Sorting Station – noticing and naming Puppets - retelling 	<ul style="list-style-type: none"> Words Boundaries: leave space between words (review as needed) Word boundaries: appropriate spacing between letters and words (review as needed) Periods at the end of a sentence Celebration * Explore a variety of tools to produce and publish 	<p>Unit 7: Week 1</p> <ul style="list-style-type: none"> Letter w Phoneme isolation Blending, addition, substitution <p><u>Phonemic Awareness</u> Supplement activities based off assessment.</p>	<p><u>Unit 7 Addition & Subtraction Strategies, Collecting & Representing Data, and Estimation</u></p> <ul style="list-style-type: none"> 7-1 Number Line Addition and Subtraction 7-2 Domino Addition 7-3 Teen Collections 7-4 Solid Shapes Match up <p>*Minute math activities *Supplement number sense activities as needed</p>	

Assessments for Instruction:

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|---------------------------------|---------------------------------|--|
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| • Letter Identification | • Reading Proficiency Checklist | • Content Areas Unit tests |
| • Running Records | • Writing Proficiency Checklist | • Math Assessments: ACI’s BOY, MOY, EOY |

Quincy Public School Kindergarten Curriculum Map

3rd trimester Big Idea/Theme:								
Interactive writing ideas: concepts about print, sight words, phonemic awareness, phonics, writing process (across the curriculum)								
3 rd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults								
Social Emotional Lessons :PBIS Booster, Spring Break, Second Step: Lessons: 18								
Month	Literacy Workshop (90 minutes)			Play-based Choice Learning Centers (30 minutes) 3x week	Writer's Workshop (45 minutes) Handwriting	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes) *continue math routines	Content Workshop (30 minutes) *Integrate across the curriculum.
	Whole Group	Small Group Options Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.	Independent Learning Centers					
M A R C H	<p>Personal Narrative: to prepare for writing unit</p> <p>Book Talks</p> <p>Close Read: Big Mama's:</p> <p>Develop and apply the strategies of:</p> <ul style="list-style-type: none"> Identify the beginning, middle, and end (text map). Retell the story to identify the main character's problem and how they solve it. RL.K.2, RL.K.3 Identify the setting and events of a story. Note how the author and illustrator use illustrations and words to show setting and events. RL.K.3 Identify character's feelings. Note how the author and illustrator use words and pictures to help identify character feelings. RL.K.7 Possible WAR: Determine a character feeling and add text support Compare and contrast the adventures and experiences of characters in familiar stories (Shortcut and Bigmama's.) RL.K.9 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: felt boards/puppets/retelling stories Browsing library/Book Box: Listening to books/responding: Making connections Writing/Drawing stories: Write the Room, How-to, Personal narratives Buddy reading: Question Stems Discovery: Geography Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, word families Phonological awareness: Vowels Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, number sense, games Fine motor: sample ideas in appendix of map 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Imagination Station – airport, train station Fitness-Yoga Oral Language-Mystery Box (description) Art/Fine Motor Station Sorting Station 	<p>Personal Narrative</p> <p><i>Teacher demonstrates with mentor text and writes a personal narrative with the class to demonstrate the process.</i></p> <ul style="list-style-type: none"> Small moment review Adding description review Telling a story across your fingers Identifying beginning, middle, end 	<p>Unit 7: Week 2</p> <ul style="list-style-type: none"> Letter l Phoneme isolation Blending, addition, substitution <p>Phonemic Awareness</p> <p>Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.</p>	<ul style="list-style-type: none"> 7-5 Count and Skip Count with calculators 7-6 Pan Balance: Leveling 7-7 Open Response: Representing Survey Data 7-7 Open Response: Representing Survey Data <p>*Minute math activities *Supplement number sense activities as needed</p>	<p>*JA covers these standards.</p> <p>Content: Economics: Needs and Wants in My Social World</p> <p>Essential Understandings</p> <p>Skills: At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain that choices are made because of scarcity(i.e.), because individuals cannot have everything that they want)(SS.EC.1) <p>Optional Resources:</p> <ul style="list-style-type: none"> My World: Chapter 3 Work Now and Long Ago EngageNY: Needs and Wants Junior Achievement: Ourselves HMH: Jobs Defined Learning: My Piggy Bank Text Sets:
	<p>Close Read: My Best Friend</p> <p>Develop and apply the strategies of:</p> <ul style="list-style-type: none"> Retell a story B, M, E (text map) and identify characters, setting, and events RL.K.2, RL.K.3 Clarify meanings of unfamiliar words-multiple meaning words L.K.4 Use words and illustrations to describe the characters RL.K.7 Notice how characters change including problem and solution Writing about reading: Describe a favorite character and connect to the character's feeling to understand the story <p>Language: Use multiple meaning words L.K.4a</p> <ul style="list-style-type: none"> Identify different meanings for words. (ex. Duck, trip) Use different meanings for words in sentences. Include clues for a word meaning in a sentence. 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Oral language: felt boards/puppets/retelling stories</p> <ul style="list-style-type: none"> Browsing library/Book Box: Listening to books/responding: I think...because... Writing/Drawing stories: Write the Room, How-to, Personal narratives Buddy reading: Question Stems Discovery: Geography Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, word families Phonological awareness: vowels Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station – airport, train station Fitness- Yoga Oral Language-Mystery Box (description) Art/Fine Motor Station Sorting Station 	<ul style="list-style-type: none"> Beginning, middle, end graphic organizer Drawing, beginning, middle end organizer Writing the beginning, middle, and end Beginning, middle, end checklist 	<p>Unit 7: Week 3</p> <ul style="list-style-type: none"> Letter j Phoneme isolation Blending, Distinguish syllables <p>Phonemic Awareness</p> <p>Revisit phonemic awareness assessment.</p>	<ul style="list-style-type: none"> 7-8 Estimation Jar 7-9 Bead Combinations 7-10 Class Number Story Book 7-11 Class collection <p>*Minute math activities *Supplement number sense activities as needed</p>	<p>Essential Question:</p> <p>Activities:</p> <p>Assessment:</p>
	<p>Read Aloud/Shared Reading: _____</p> <p>Develop & apply the strategy of: Responding to characters:</p> <p>Examining what characters are like and how they change and grow</p> <ul style="list-style-type: none"> Using words and pictures to describe the character Making connections to the character Noticing how the character changes during the story Describing favorite characters <p>WAR: Write about your favorite character and support with a reason W.K.1</p> <ul style="list-style-type: none"> What is your favorite character? Why? 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Oral language: felt boards/puppets/retelling stories</p> <ul style="list-style-type: none"> Browsing library/Book Box: Listening to books/responding: I think...because... Writing/Drawing stories: Write the Room, How-to, Personal narratives Buddy reading: Question Stems Discovery: What do plant needs? Plant observations Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, word families Phonological awareness: Syllables Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station – airport, train station Fitness- Yoga Oral Language-Mystery Box (Description) Art/Fine Motor Station Sorting Station 	<ul style="list-style-type: none"> Visualizing beginning, middle, end of own small moment Writing beginning, middle, end of own small moment Writing a problem and solution Using transition words 	<p>Unit 8: Week 1</p> <ul style="list-style-type: none"> Letter k Phoneme isolation Addition Blend onset/rime <p>Phonemic Awareness</p> <p>Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 7-12 Dice Addition 7-13 Mystery Block <p>Unit 8 Making 10, Modeling Three Dimensional Shapes, Adding & Subtracting, Measuring Time</p> <ul style="list-style-type: none"> 8-1 Solid Shapes by Feel 8-2 Marshmallow and Toothpick Shapes 	<p>Content: Geography: How Geography environments affect My Social World</p> <p>Skills: At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> With guidance and support, explain how people and goods move from place to place.((SS.G.2) With guidance and support, identify characteristics of print, and digital maps, graphs, and other cultural representations of familiar places. (SS.G.3) <p>Optional Resources:</p> <ul style="list-style-type: none"> MyWorld: Chapter 4: Geography of the Neighborhood EngageNY: Maps and Globes HMH: Maps HMH: Neighborhoods
	<p>ODW- Literary: 999 Tadpoles & Glass Frogs (RL.K.1,2,3,4,5,6,7) (L.K.1,2) (W.K.3)</p> <ul style="list-style-type: none"> Provide understanding of frogs and tadpoles. Discuss author and illustrator role Identify characters, settings, events Vocabulary: field, situation, follow Create a class book using illustrations to understand situation. Orally retell the story & draw or write about 3 events in the story Sort text types: poem, & storybooks 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Oral language: felt boards/puppets/retelling stories</p> <ul style="list-style-type: none"> Browsing library/Book Box: Listening to books/responding: B, M, E Writing/Drawing stories: Write the Room, How-to, Personal narratives Buddy reading: Question Stems Discovery: Plants/Animals: What do Animals need? Plant observation Big Book: Read, Retell, Word/Letter Hunt Letter/Word Work: Build sight words, word families Phonological awareness: Syllables/Substitution Poems/Pocket chart: Read, Build, fill in blank, Record known words Technology related to specific learning Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station – airport, train station Fitness- Yoga Oral Language-Mystery Box (Description) Art/Fine Motor Station Sorting Station 	<ul style="list-style-type: none"> Inside vs. outside story-part 1 Inside vs. outside graphic organizer Inside vs. outside story-part 2 Pronoun order: Person's name and then I not me 	<p>Unit 8: Week 2</p> <ul style="list-style-type: none"> Letter y Phoneme isolation Substitution Blend onset/rime <p>Phonemic Awareness</p> <p>Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 8-3 Counting to Measure 8-4 Interrupted Counting 8-5 Dice Subtraction 8-6 Craft-stick Bundles <p>*Minute math activities *Supplement number sense activities as needed</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> What are different ways people and goods get from place to place? <p>Activities:</p> <p>Assessments:</p>

Assessments for Instruction:

- | | | |
|---------------------------------|---------------------------------|--|
| • Fountas and Pinnell Benchmark | • KIDS assessment | • Phonemic Awareness/Phonics Assessments |
| • Letter Identification | • Reading Proficiency Checklist | • Content Areas Unit tests |
| • Running Records | • Writing Proficiency Checklist | • Math Assessments: ACI's BOY, MOY, EOY |

Quincy Public School Kindergarten Curriculum Map

3 rd trimester Big Idea/Theme:		Interactive writing ideas: concepts about print, sight words, phonemic awareness, phonics, writing process (across the curriculum)						
3 rd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults								
Social Emotional Lessons: Second Step Lessons: 19,20, Classroom Expectations/SS step review								
Month	Literacy Workshop (90 minutes)			Play-based Choice Learning Centers (30 minutes) 3x week	Writer's Workshop (45 minutes) Handwriting	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes)	Content Workshop (30 minutes)
	Whole Group	Small Group Options Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.	Independent Learning Centers				*continue math routines	*Integrate across the curriculum.
A P R I L	<p>Literature Author Study: Choose an author's set of books to study in depth . See appendix</p> <p>Focus: R.L.K.9- Compare & Contrast the adventures and experiences of characters in familiar stories.</p> <ul style="list-style-type: none"> Get to know the author (biographical information) Understand the "who" & the "what" of the story. Identify similarities & differences in the experiences & adventures of characters Identify new words & phrases/features of print <p>Develop & apply the strategy of: Visualizing</p> <ul style="list-style-type: none"> Creating pictures in your mind using words Pausing as you read to create mental pictures Sharing your pictures with others <p>Language: Explain inflections and affixes (L.K.4b)</p> <ul style="list-style-type: none"> Learn some frequently occurring inflections and affixes (-ed, -s, -ful, re-un-) Use these inflections and affixes as a clue to the meaning of a word. Add inflections and affixes to a word to make it sound right in a sentence. 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: retelling stories Browsing library/Book Box Listening to books/responding: BME Writing/Drawing stories: Write the Room, Lists, Labeling, Personal Narratives Buddy reading: Question Stems Discovery: Plant/Animals: Research: Animals Homes: Plant Observations Big Book: Read, Retell, Word/Letter hunt Respond Letter/Word Work: Sight Words/Word Families Phonological awareness: Blends Poems/Pocket chart: Word hunt, write your own poem Technology related to specific learning Math: Graphs, estimation jar, number sense, games, number stories Fine motor: sample ideas in appendix of map 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Imagination Station- Vet Clinic or hospital Art/Fine Motor Station STEM Station Game/Puzzle Station Books 	<ul style="list-style-type: none"> Singular and plural nouns Spaces: Keep your eye on the space Punctuation at the end of sentences Using and Editing Checklist 	<p>Unit 8: Week 3</p> <ul style="list-style-type: none"> Letter v, qu Phoneme isolation Blending Blend onset/rime <p>Phonemic Awareness Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.</p>	<ul style="list-style-type: none"> 8-7 Open Response: Birds on Wires 8-7 Open Response: Birds on Wires 8-8 Car Race 8-9 Number Stories <p>*Minute math activities *Supplement number sense activities as needed</p>	<p><u>Continue Above</u></p>
	<p>Informational Spring Unit- to prepare for writing unit</p> <p>Informational Book Talks:</p> <p>Close Read:</p> <p>Develop & apply the strategy of: Learning how to read nonfiction text</p> <ul style="list-style-type: none"> Identifying ways nonfiction books present information with facts. What is a fact? Nonfiction Feature/Example/Purpose Anchor chart: contents page, headings, tables, charts, photographs, illustrations Understanding your purpose for reading and the author's purpose for writing Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures) RI.K.9 <p>What are we noticing about informational texts? Create a definition for informational writing.</p> <p>Language: Antonyms (L.K.5b)</p> <ul style="list-style-type: none"> Understand the concept of antonyms Use antonyms in a sentence 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<ul style="list-style-type: none"> Oral language: retelling stories Browsing library/Book Box: Listening to books/responding: B/M/E Writing/Drawing stories: Write the Room, Lists, Labeling, Non-fiction Buddy reading: Question Stems Discovery: Plants/Animals: Research: Environment Changes Plant observation Big Book: Read, Retell, Word/Letter Hunt/Respond Letter/Word Work: Sight words/Word Families Phonological awareness: Blending Poems/Pocket chart: Technology related to specific learning Math: Graphs, estimation jar, number sense, games, number stories Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station- Vet Clinic or hospital Art/Fine Motor Station STEM Station Game/Puzzle Station Books 	<ul style="list-style-type: none"> Preparing for publication Celebrating our progress * Explore a variety of tools to produce and publish <p>Informational Spring Unit <i>Teacher demonstrates with mentor text and writes an informational piece with the class to demonstrate the process</i></p> <ul style="list-style-type: none"> Making a list of topics Using resources to collect new information 	<p>Unit 9: Week 1</p> <ul style="list-style-type: none"> Letter x, z Phoneme isolation Blending Addition substitution <p>Phonemic Awareness Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 8-10 Nonconsecutive Numbers 8-11 Addition Top=it 8-12 Function Machines 8-13 Name- Collection Posters <p>*Minute math activities *Supplement number sense activities as needed</p>	<p>Content: Interdependent Relationships in Ecosystems: Animals, Plants, and their Environment</p> <p>Skills: At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Use observations to describe patterns of what plants and animals(including humans) need to survive.(LS1-1) Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.(ESS2-2) Use a model to represent the relationship between the needs of different plants or animals(including humans) and the place they live. (ESS3-1) Communicate solutions that will reduce the impact of humans on the land, water, air, and/other living things in the local environment.(ESS3-3)
	<p>ODW- Informational: Snakes, Amazing Animals (RI.K.1,2,4,5,7) (L.K.1,2) (W.K.2)</p> <ul style="list-style-type: none"> As you read aloud Snakes, encourage student to use gestures to express understanding of key vocabulary. Shared Writing: Facts about snakes' bodies, where they live, what they eat Read Amazing Animals: Snakes and compare facts that are the same and adding the ones that are different from the book Snakes. Discuss the meaning of tiny and huge. Students will write/draw to express their understanding of those words and include a fact about where snakes live. Students draw/write two connected facts and describe how they are connected. Students write an opinion letter to show preference for one of the two snake books. 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<ul style="list-style-type: none"> Oral language: retelling stories Browsing library/Book Box: Listening to books/responding: Opinion Writing/Drawing stories: Write the Room, Lists, Labeling, Non-fiction Buddy reading: Question Stems Discovery: Plants/Animals: Plant observation Big Book: Letter/Word Work: Sight words/Word Families Phonological awareness: Addition/substitution Poems/Pocket chart: Technology related Learning opportunities Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station- Vet Clinic or hospital Art/Fine Motor Station STEM Station Game/Puzzle Station Books 	<ul style="list-style-type: none"> Organizing information-graphic organizers Identifying the structure of a riddle-organization Turning notes into complete sentences Writing questions 	<p>Unit 9: Week 2</p> <ul style="list-style-type: none"> Long a Phoneme isolation Blending Addition Substitution <p>Phonemic Awareness Supplement activities based off assessment.</p>	<p>Unit 9 Spatial Relationships, Measurement, and Class Math Celebration</p> <ul style="list-style-type: none"> 9-1 Make My Design 9-2 Subtraction Top-it 9-3 "What's My Rule?" with numbers 9-4 Backpack Math: Height, Width, and Area <p>*Minute math activities *Supplement number sense activities as needed</p>	<p>Resource: Mystery Science: Plant Secrets and Animal Secrets</p> <p>Optional Resources:</p> <ul style="list-style-type: none"> HMH: Chapter 3: Plants and Animals DefinedLearning: Zoo Animals DefinedLearning: From Seed to Plant DefinedLearning: Honeybees
	<p>Read Aloud:</p> <p>Develop & apply the strategy of: Taking notes on nonfiction</p> <ul style="list-style-type: none"> Remembering what a book is about using a sticky note Using sticky notes to mark a favorite page Drawing a picture to remember what you read Making a concept web Using notes to talk about a book <p>WAR: List of facts you learned from the text</p> <ul style="list-style-type: none"> What information should we include in a list to remember later? (W.K.2) 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<ul style="list-style-type: none"> Oral language: retelling stories Browsing library/Book Box: Listening to books/responding: Favorite Part Writing/Drawing stories: Write the Room, Lists, Labeling, Personal Narrative Buddy reading: Question Stems Discovery: Sun Warm's the Earth Big Book: Read, Retell, Word/Letter Hunt, Respond Letter/Word Work: Sight words/Word families Phonological awareness: Long Vowel A/Short Vowel A Poems/Pocket chart: Word hunt, write own poem Technology related to specific learning Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station- Vet Clinic or hospital Art/Fine Motor Station STEM Station Game/Puzzle Station Books 	<ul style="list-style-type: none"> Reread and touch each word-revisited Checking ending punctuation Sharing with an audience 	<p>Unit 9: Week 3</p> <ul style="list-style-type: none"> Long o Phoneme isolation Blending Addition Substitution <p>Phonemic Awareness Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 9-5 Backpack Math: Weight and capacity 9-6 Roll and Record with Numeral Dice 9-7 Open Response: Making Classroom Maps 9-7 Open Response: Making Classroom Maps 	<p>Activities:</p> <ul style="list-style-type: none"> Animal Secrets: Lessons 1-3 <p>Assessments:</p> <ul style="list-style-type: none"> Animal Secrets: Lessons 1-3

Assessments for Instruction:

- | | | |
|---------------------------------|---------------------------------|--|
| • Fountas and Pinnell Benchmark | • KIDS assessment | • Phonemic Awareness/Phonics Assessments |
| • Letter Identification | • Reading Proficiency Checklist | • Content Areas Unit tests |
| • Running Records | • Writing Proficiency Checklist | • Math Assessments: ACI's BOY, MOY, EOY |

Quincy Public School Kindergarten Curriculum Map

3 rd trimester Big Idea/Theme:				Interactive writing ideas: concepts about print, sight words, phonemic awareness, phonics, writing process (across the curriculum)				
3 rd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated and written responses with guidance and support from adults.								
Social Emotional Lessons: Classroom Expectations/SS Review								
Month	Literacy Workshop (90 minutes)			Play-based Choice Learning Centers (30 minutes) 3x week	Writer's Workshop (45 minutes) Handwriting	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45 minutes) *continue math routines	Content Workshop (30 minutes) *Integrate across the curriculum.
	Whole Group	Small Group Options	Independent Learning Centers					
M A Y	<p>ODW- Informational: Me Jane (RI.K.1,2,4) (L.K.1,2)(W.K.2)</p> <ul style="list-style-type: none"> Introduce biography Identify topic of the book. Discuss key words and phrases from the text. Emphasize curious and observe. Act of key words and phrases. Make connections between Jane Goodall as a child and Jane Goodall as an adult. Students write/draw an individual page for a "Curious Jane" class book. 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology.</p>	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: retelling stories Browsing library/Book Box: Listening to books/responding: Favorite Part Writing/Drawing stories: Write the Room, Lists, Labeling, Would you rather? Buddy reading: Question Stems Discovery: Sun Warm's the Earth: Sun Protection Big Book: Read, Retell, Word/Letter Hunt, Respond Letter/Word Work: Sight words/Word families Phonological awareness: Long Vowel O/Short Vowel O Poems/Pocket chart: Word hunt, write own poem Technology related to specific learning Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Imagination Station- Flower Shop, Garden Shop Art/ Fine Motor Station Fitness: Exercise Games/Puzzle Station STEM Station 	<ul style="list-style-type: none"> Can use this time to break up ODW lessons. <p><i>Independent writing prompt/writing proficiency checklist</i></p>	<p>Unit 10: Week 1</p> <ul style="list-style-type: none"> Long i Phoneme isolation Addition Substitution <p>Phonemic Awareness Use Heggerty Resource to supplement resource. Phonemic is embedded into Phonics lessons.</p>	<ul style="list-style-type: none"> 9-8 Uniform Weights on a Pan Balance 9-9 Measuring Time in Seconds 9-10 Doubles on Double Ten Frames 9-11 Fishing for Ten <p>*Minute math activities *Supplement number sense activities as needed</p>	<p>Continue above</p> <p>Activities:</p> <ul style="list-style-type: none"> Animals Secrets: Lesson 1 Plants Secrets: Lessons 1-3 <p>Assessments:</p> <ul style="list-style-type: none"> Animals Secrets: Lesson 1 Plants Secrets: Lessons 1-3
	<p>Close read: Mentor text/website review (review a toy, argue for a best restaurant, best place to visit, favorite food) or <u>The Pigeon Needs a Bath to prepare for writing unit</u></p> <p><u>Develop and apply the strategy of: Identifying and using text features of fiction:</u></p> <ul style="list-style-type: none"> Ask and answer questions about the details in a story. RI.K.1 Name and define the role of the author and illustrator in a story. RL.K.6 Understand use of speech and thought bubbles in a text. Describe the relationship between illustrations and the story in which they appear. RL.K.7 Compose an opinion of a book and state a reason to support the opinion. W.K.1, W.K.7 <p>Create a chart using words to express an opinion</p> <p>Language: Use verbs shades of meaning (L.K.5d)</p> <ul style="list-style-type: none"> Understand the concepts of shades of meaning. Distinguish shades of meaning among verbs describing the same general action. (Ex. Look, stare, peek) Act out verb shades of meaning and use them in a sentence. 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: retelling stories Browsing library/Book Box: Listening to books/responding: Make Connections Writing/Drawing stories: Write the Room, Lists, Labeling, Would you rather? Buddy reading: Question Stems Discovery: Sun Warm's the Earth: Create Shade Structure Big Book: Letter/Word Work: Sight words/Word Families Phonological awareness: Long Vowel i/short Vowel i Poems/Pocket chart: Technology related to specific learning Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station- Flower Shop, Garden Shop Art/ Fine Motor Station Fitness: Exercise Games/Puzzle Station STEM Station 	<p>Opinion Unit-Spring * Can be a review</p> <p><i>Teacher demonstrates with mentor text and writes an opinion piece with the class to demonstrate the process</i></p> <ul style="list-style-type: none"> Facts and Opinion More ways to state your opinion Opinions are stronger with a reason 	<p>Unit 10: Week 2</p> <ul style="list-style-type: none"> Long u Phoneme isolation Addition Blending Substitution <p>Phonemic Awareness Supplement activities based off assessment.</p>	<p>Math Assessments</p>	
	<p>Read Aloud:</p> <p><u>Develop & apply the strategy of: Distinguishing between fantasy and reality</u></p> <ul style="list-style-type: none"> Determine if a story is realistic or fantasy Identify events in a story that are make believe Identify events in a story that could happen Recognize how characters are like real people: they can have realistic qualities 	<p>Small groups:</p> <ul style="list-style-type: none"> Shared Reading Interactive Writing Guided Reading <ul style="list-style-type: none"> Concepts About Print (letter/word, one to one matching, directionality) Simple High-Frequency words ABC Chart Letter/Word Work (Manipulation & Substitution) Punctuation 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Oral language: retelling stories Browsing library/Book Box: Listening to books/responding: BME Write/Drawing stories: Write the Room, Lists, Labeling, Would you rather? Buddy reading: Question Stems Discovery: Sun Warm's the Earth: Create Shade Structure Big Book: Letter/Word Work: Sight Words/Word Families Phonological awareness: Long Vowel u/short Vowel u Long e/Short e Poems/Pocket chart: Technology related to specific learning Math: Graphs, estimation jar, number sense, games Fine motor: sample ideas in appendix of map 	<ul style="list-style-type: none"> Imagination Station- Flower Shop, Garden Shop Art/ Fine Motor Station Fitness: Exercise Games/Puzzle Station STEM Station 	<ul style="list-style-type: none"> My favorites book: Part 1 Writing your opinion My favorite book: Part 2 Editing My favorite book: Part 3 Preparing for publication Celebrating our opinion books <p>* Explore a variety of tools to produce and publish</p>	<p>Unit 10: Week 3</p> <ul style="list-style-type: none"> Long e Phoneme isolation Addition substitution <p>Phonemic Awareness Supplement activities based off assessment.</p>	<ul style="list-style-type: none"> 9-12 Math Celebration Preparation 9-13 Math Celebration <p>*Minute math activities *Supplement number sense activities as needed</p>	

Quincy Public School Kindergarten Curriculum Map

Kindergarten: Reading: Literature

Key Ideas and Details

- **RL.K.1.** With prompting and support, ask and answer questions about key details in a text.
- **RL.K.2.** With prompting and support, retell familiar stories, including key details.
- **RL.K.3.** With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- **RL.K.4.** Ask and answer questions about unknown words in a text.
- **RL.K.5.** Recognize common types of texts (e.g., storybooks, poems).
- **RL.K.6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- **RL.K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- **RL.K.8.** (Not applicable to literature)
- **RL.K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

- **RL.K.10.** Actively engage in group reading activities with purpose and understanding

Kindergarten Reading: Informational Texts

Key Ideas and Details

- **RI.K.1.** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- **RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.5.** Identify the front cover, back cover, and title page of a book.
- **RI.K.6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

- **RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text.
- **RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Quincy Public School Kindergarten Curriculum Map

Range of Reading and Level of Text Complexity

- **RI.K.10.** Actively engage in group reading activities with purpose and understanding

Kindergarten: Reading Foundational Skills

Print Concepts

- **RF.K.1.** Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- **RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- **RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- **RF.K.4.** Read emergent-reader texts with purpose and understanding.

Quincy Public School Kindergarten Curriculum Map

Kindergarten: Writing

Text Types and Purposes

- **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

- **W.K.4.** (Begins in grade 3)
- **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- **W.K.7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.K.9.** (Begins in grade 4)

Range of Writing

- **W.K.10.** (Begins in grade 3)

Kindergarten: Speaking and Listening

Comprehension and Collaboration

- **SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- **SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- **SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.K.6.** Speak audibly and express thoughts, feelings, and ideas

Quincy Public School Kindergarten Curriculum Map

Kindergarten: Language

Conventions of Standard English

- **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - Produce and expand complete sentences in shared language activities.
- **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun *I*.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

- **L.K.3.** (Begins in grade 2)

Vocabulary Acquisition and Use

- **L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- **L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Quincy Public School Kindergarten Curriculum Map

Kindergarten Math: Counting and Cardinality

Get to know number names and the count sequence.

- **K.CC.1.** Count to 100 by ones and by tens.
- **K.CC.2.** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- **K.CC.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

- **K.CC.4.** Understand the relationship between numbers and quantities; connect counting to cardinality.
 - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - Understand that each successive number name refers to a quantity that is one larger.
- **K.CC.5.** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.

- **K.CC.6.** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
- **K.CC.7.** Compare two numbers between 1 and 10 presented as written numerals.

¹ Include groups with up to ten objects. Common Core State Standards Initiative

Kindergarten Math: Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- **K.OA.1.** Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- **K.OA.2.** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- **K.OA.3.** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- **K.OA.4.** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- **K.OA.5.** Fluently add and subtract within 5.

¹ Drawings need not show details but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Kindergarten Math: Numbers and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

- **K.NBT.1.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Quincy Public School Kindergarten Curriculum Map

Kindergarten Math: Measurement and Data

Describe and compare measurable attributes.

- **K.MD.1.** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- **K.MD.2.** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/ “less of” the attribute and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

- **K.MD.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.¹

¹ Limit category counts to be less than or equal to 10.

Kindergarten Math: Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- **K.G.1.** Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*.
- **K.G.2.** Correctly name shapes regardless of their orientations or overall size.
- **K.G.3.** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

- **K.G.4.** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
- **K.G.5.** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- **K.G.6.** Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

Quincy Public School Kindergarten Curriculum Map

K. Forces and Interactions: Pushes and Pulls

K. Forces and Interactions: Pushes and Pulls

Students who demonstrate understanding can:

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.* [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2)

Connections to Nature of Science

Scientific Investigations Use a Variety of Methods

- Scientists use different ways to study the world. (K-PS2-1)

Connections to other DCIs in kindergarten: **K. ETS1.A** (K-PS2-2); **K. ETS1.B** (K-PS2-2)

Articulation of DCIs across grade-levels: **2.ETS1.B** (K-PS2-2); **3.PS2.A** (K-PS2-1),(K-PS2-2); **3.PS2.B** (K-PS2-1); **4.PS3.A** (K-PS2-1); **4.ETS1.A** (K-PS2-2)

Common Core State Standards Connections:

ELA/Literacy –

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS2-2)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).(K-PS2-1)

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS2-2) *Mathematics* –

MP.2 Reason abstractly and quantitatively. (K-PS2-1)

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-PS2-1)

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute and describe the difference. (K-PS2-1)

Disciplinary Core Ideas

PS2.A: Forces and Motion

- Pushes and pulls can have different strengths and directions. (K- PS2-1), (K-PS2-2)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1), (K-PS2-2)

PS2.B: Types of Interactions

- When objects touch or collide, they push on one another and can change motion. (K-PS2-1)

PS3.C: Relationship Between Energy and Forces

- A bigger push or pull makes things speed up or slow down more quickly. (*secondary to K-PS2-1*)

ETS1.A: Defining Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (*secondary to K- PS2-2*)

Crosscutting Concepts

Cause and Effect

- Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2- 1), (K-PS2-2)

Quincy Public School Kindergarten Curriculum Map

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Students who demonstrate understanding can:

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.** [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.]
- K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.** [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]
- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.** [Clarification Statement: Examples of relationships could include that deer eat buds and leaves; therefore, they usually live in forested areas, and grasses need sunlight, so they often grow in meadows. Plants, animals, and their surroundings make up a system.]
- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.** * [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices

Developing and Using Models

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Use a model to represent relationships in the natural world. (K-ESS3-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)

Engaging in Argument from Evidence

Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).

- Construct an argument with evidence to support a claim. (K-ESS2-2)

Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

- Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Scientists look for patterns and order when making observations about the world. (K-LS1-1)

Disciplinary Core Ideas

LS1.C: Organization for Matter and Energy Flow in Organisms

- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)

ESS2.E: Biogeology

- Plants and animals can change their environment. (K-ESS2-2)

ESS3.A: Natural Resources

- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)

ESS3.C: Human Impacts on Earth Systems

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (*secondary to K-ESS2-2*), (K-ESS3-3)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (*secondary to K-ESS3-3*)

Crosscutting Concepts

Patterns

- Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)

Cause and Effect

- Events have causes that generate observable patterns. (K-ESS3-3)

Systems and System Models

- Systems in the natural and designed world have parts that work together. (K-ESS2-2), (K-ESS3-1)

Connections to other DCIs in kindergarten: **K. ETS1.A** (K-ESS3-3)

Articulation of DCIs across grade-levels: **1.LS1.A** (K-LS1-1),(K-ESS3-1); **2.LS2.A** (K-LS1-1); **2.ETS1.B** (K-ESS3-3); **3.LS2.C** (K-LS1-1); **3.LS4.B** (K-LS1-1); **4.ESS2.E** (K-ESS2-2); **4.ESS3.A** (K-ESS3-3); **5.LS1.C** (K-LS1-1); **5.LS2.A** (K-LS1-1),(K-ESS3-1); **5.ESS2.A** (K-ESS2-2),(K-ESS3-1); **5.ESS3.C** (K-ESS3-3)

Common Core State Standards Connections:

ELA/Literacy –

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2)

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2)

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (*K-ESS2-2*), (*K-ESS3-3*)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1)

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (*K-ESS3-1*) *Mathematics –*

MP.2 Reason abstractly and quantitatively. (*K-ESS3-1*)

MP.4 Model with mathematics. (*K-ESS3-1*)

K.CC Counting and Cardinality (*K-ESS3-1*)

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute and describe the difference. (*K-LS1-1*)

Quincy Public School Kindergarten Curriculum Map

K. Weather and Climate

<p>K. Weather and Climate</p> <p>Students who demonstrate understanding can:</p> <p>K-PS3-1. Make observations to determine the effect of sunlight on Earth’s surface. [Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water.] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]</p> <p>K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. * [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]</p> <p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]</p> <p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. * [Clarification Statement: Emphasis is on local forms of severe weather.]</p>

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

<p>Science and Engineering Practices</p> <p>Asking Questions and Defining Problems Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.</p> <ul style="list-style-type: none"> Ask questions based on observations to find more information about the designed world. (K-ESS3-2) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3- 2) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2) <p>-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>-----</p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> Scientists use different ways to study the world. (K-PS3-1) <p>Science Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. (K-ESS2-1) 	<p>Disciplinary Core Ideas</p> <p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> Sunlight warms Earth’s surface. (K-PS3-1), (K-PS3-2) <p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) <p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) <p>ETS1.A: Defining and Delimiting an Engineering Problem</p> <ul style="list-style-type: none"> Asking questions, making observations, and gathering information are helpful in thinking about problems. (<i>secondary to K-ESS3-2</i>) 	<p>Crosscutting Concepts</p> <p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1) <p>Cause and Effect</p> <ul style="list-style-type: none"> Events have causes that generate observable patterns. (K-PS3-1), (K-PS3- 2), (K-ESS3-2) <p>-----</p> <p>Connections to Engineering, Technology and Applications of Science</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> People encounter questions about the natural world every day. (K-ESS3-2) <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3- 2)
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Connections to other DCIs in kindergarten: K. ETS1.A (K-PS3-2), (K-ESS3-2); K. ETS1.B (K-PS3-2)

Articulation of DCIs across grade-levels: 1.PS4.B (K-PS3-1),(K-PS3-2); 2.ESS1.C (K-ESS3-2); 2.ESS2.A (K-ESS2-1); 2.ETS1.B (K-PS3-2); 3.ESS2.D (K-PS3-1),(K-ESS2-1); 3.ESS3.B (K-ESS3-2); 4. ESS2.A (K-ESS2-1); 4. ESS3.B (K-ESS3-2); 4. ETS1.A (K-PS3-2)

Common Core State Standards Connections:

ELA/Literacy –

- RI.K.1** With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)
- W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS3-1), (*K-PS3-2*), (K-ESS2- 1)
- SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2)

Mathematics –

- MP.2** Reason abstractly and quantitatively. (K-ESS2-1) **MP.4** Model with mathematics. (K-ESS2-1), (*K-ESS3-2*) **K.CC** Counting and Cardinality (*K-ESS3-2*)
- K.CC. A** Know number names and the count sequence. (K-ESS2-1)
- K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-ESS2-1)
- K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/” less of” the attribute and describe the difference. (K-PS3-1), (K- PS3-2)
- K.MD.B.3** Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)

Quincy Public School Kindergarten Curriculum Map

K-2. Engineering Design

Students who demonstrate understanding can:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in K-2 builds on prior experiences and progresses to simple descriptive questions.

- Ask questions based on observations to find more information about the natural and/or designed world. (K-2-ETS1-1)
- Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1)

Developing and Using Models

Modeling in K-2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2)

Analyzing and Interpreting Data

Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1)
- Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)
- Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2)

ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)

Crosscutting Concepts

Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)

Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:

Kindergarten: K-PS2-2, K-ESS3-2

Connections to K-2-ETS1.B: Developing Possible Solutions to Problems include:

Kindergarten: K-ESS3-3, **First Grade:** 1-PS4-4, **Second Grade:** 2-LS2-2

Connections to K-2-ETS1.C: Optimizing the Design Solution include:

Second Grade: 2-ESS2-1

Articulation of DCIs across grade-bands: **3-5.ETS1.A** (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3); **3-5.ETS1.B** (K-2-ETS1-2),(K-2-ETS1-3); **3-5.ETS1.C** (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3)

Common Core State Standards Connections:

ELA/Literacy –

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (K-2-ETS1-1)

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1), (K-2-ETS1-3)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1), (K-2-ETS1-3)

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K-2-ETS1-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (K-2-ETS1-1), (K-2-ETS1-3)

MP.4 Model with mathematics. (K-2-ETS1-1), (K-2-ETS1-3)

MP.5 Use appropriate tools strategically. (K-2-ETS1-1), (K-2-ETS1-3)

2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (K-2-ETS1-1), (K-2-ETS1-3)

Quincy Public School Kindergarten Curriculum Map

Illinois Learning Standards for Social Science-Kindergarten

The [Social Science Standards](#) consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired. In addition to the Social Science Standards, there are State-mandated units of study that may apply to Social Science coursework or curriculum.

These mandates can be found in the School Code and summarized: <https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf>

Developing and Planning Inquiries	Evaluating Sources and Using Evidence	Communicating Conclusions and Taking Informed Action
SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.	SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.	SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.
SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.	SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.	SS.K-2.IS.6. With guidance and support, students will reflect on one's inquiry process and findings
		SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.

Civics	Economics and Financial Literacy	Geography	History
SS.K.CV.1. With guidance and support, identify the roles of individuals and leaders and their responsibility to meet the needs of different people and communities.	SS.K.EC.1. Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).	SS.K.G.1. With guidance and support, explain how weather, climate and other environmental factors affect people's lives and cultural identities in our region.	SS.K.H.1. With guidance and support, compare life in the past to life today, including the points of view of diverse groups of people.
SS.K.CV.2. With guidance and support, identify reasons for rules and explain how rules establish responsibilities and roles for various settings.		SS.K.G.2. With guidance and support, explain how people and goods move from place to place.	SS.K.H.2. Identify and describe the purpose of the national holidays of the United States, the major holidays of diverse groups, and the bravery or achievements of the diverse people that make these days special holidays.
		SS.K.G.3. With guidance and support, identify characteristics of print and digital maps, graphs, and other cultural representations of familiar places.	

Quincy Public School Kindergarten Curriculum Map

Author Studies for Emergent to Beginning Readers: Teaching for Deep Comprehension p. 91-92

- **An author is selected to study.**
- **The teacher shares the author's biographical information.**
- **The teacher displays several titles by the author, and students select one to be read aloud.**
- **The teacher reads the text aloud; students draw or record their impressions and ideas on sticky notes to be shared and discussed later.**
- **The teacher and the students construct a chart that focus on one of the following: theme, language, biographical information, special features and other information.**
- **The students read, reread, and enjoy the author's text during independent reading and/or centers.**
- **The student discusses the text with others during shared reading.**

Marzano's 6 steps for vocabulary instruction:

Step 1 – Describe – provide a description, explanation, or example of the new term. Looking up words in dictionaries is not useful for teaching vocab Provide a context for the term; tell a story that integrates the term Introduce direct experiences that provide examples of the term Use current events to connect to something familiar & videos as the stimulus for understanding Describe your own mental image of the term; find or create pictures that explain the term

Step 2 – Restate – students restate the description, explanation, example in their own words Discuss with a partner or table/rug buddy; monitor misunderstandings Must be student's original ideas, not parroting the teacher Students record their description in their Vocabulary Notebook

Step 3 – Graphic Representations – students represent the term non-linguistically Create graphic representations without using words Draw using pictures and symbols Provide examples of student's drawings (and your own) that are rough but represent the ideas Do not overdraw the term, it's a graphic sketch Students record their graphic representation in their Vocabulary Notebook

Step 4 – Activities – engage students periodically in activities that add to their knowledge of the terms Highlight prefixes, suffixes, root words that will help them remember the meaning of the term Identify synonyms and antonyms for the term List related words; compare terms Use graphic organizers to identify examples and non-examples of the term Draw an addition graphic Translate the term into another language(s) for second language learners Sort and classify terms Write incomplete analogies for students to complete Allow students to write (or draw) their own analogies Compare similarities and differences of two terms Revisit original description in Vocabulary Notebook, add to, revise and edit to solidify understanding

Step 5 – Discuss – ask students to discuss terms with each other Think-Pair-Share: compare their descriptions of the terms Describe their pictures to one another Explain to each other any new information that have learned (“a-ha’s”) Identify areas of disagreement or confusion and seek clarification Students continue to make revisions to their own work

Step 6 – Games – play games with the terms (games may be one of the most underused instructional tools in education) Setting aside time each week to play games in order to re-energize students and guide them in the review and use of important terms. Games such as Jeopardy, Pyramid, I Have-Who Has, Pictionary, Memory, Charades, Name that Category, Bingo, Create a Skit, kids make their own games Utilize 21st century resources like games on the Smartboard, iPod, websites like www.visualthesaurus.com, <http://innovativocab.wikispaces.com>, www.visuwords.com, www.thesaurus.com, www.wordsmith.org, www.wordle.net | iPod Apps – (free) Hangman, Word Warp, Vocab Quiz, Vocab Free, Vocabolistic, Vocab Daily, Word Search, Vocabulary Cartoons

Fine Motor Activities: (The following is an example list of activities)

- Playdoh: making shapes, letters, numbers
- Playdoh: scissors: cutting the playdoh
- Tongs or tweezers for sorting or counting
- Colored sand- tracing
- Paper Punching(Ex .hole punchers with different shapes) Punching Patterns, or punching holes over letters or numbers. Punching letters with the same beginning sound as a picture
- Lite bright- put sight word on light bright and put pegs in over letters
- Gak- make letters and cut with scissors
- Tennis monster counting- Cut slit in tennis ball and feel the monster the number of beads after rolling a die.
- Snap cubes- build sight words or names
- Dot paint letters or numbers with q-tips
- Use geoboards/rubber bands: make numbers, letters, shapes
- Letter beads: string on a yarn to make words
- Marshmallows & toothpicks- Make shapes, letters, or numbers
- Adding paper clips to paper
- Adding toothpicks to a container by inserting them in small holes

Quincy Public School Kindergarten Curriculum Map

Sample Play Themes:

Aug./Sept....Our Community (School and Community Helpers)/Rules
 October...Weather Reporter
 November...Family/Home/Holidays/Traditions
 December...Santa's Workshop (letter writing) Cookie Station
 January....Forces and Motion(train, marbles, yoga, fitness, hot wheels)
 February...Pet Shop/ Vet/ Animal Shelter
 March...JA/Needs & Wants/Grocery Store
 April....Farm/Animals/Plants
 May...Ocean/Ice Cream Shop/Ocean Animals

Determining if students are ready for guided reading? * Students do not have to have all of the items, but should have majority to be ready.

1. Do they have many of the early concepts of print almost under control (i.e. can they distinguish between text and illustration)?
2. Do they have some understanding of directionality?
3. Do they have some knowledge of one-to-one matching?
4. Do they know the difference between letters and words?
5. Do they know some of the letters of the alphabet and a few frequently encountered words (e.g. I, the, a)?
6. Do they actively participate in shared reading by predicting events and language structures that show an awareness of comprehension, rhythm, and rhyme?
7. Do they spend time reading and noticing a few details of print?
8. Do they explore the print on classroom walls?
9. Do they notice that the same words appear in many different contexts?
10. Do they link sounds with symbols when they write?
11. Do they articulate words slowly as they write?

TEACHER'S SCHEDULE: 2023-2024								
First Name: <u>KA</u>			Last Name: _____			Room # _____		
School: _____			Grade: <u>KDG</u>		# of Students: _____			
Time from	Time to	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday	Minutes per week
8:25	8:45	20	Morning Routines/Breakfast					
8:45	9:00	15	Calendar					
9:00	9:30	30	RW- Whole Group					
9:30	10:30	60	Small Group/Centers: 3-4 groups daily					
10:30	11:05	35	Word Study/HW					
11:05	11:35	30	Lunch					
11:35	11:50	15	Recess					
11:50	12:30	40	Read Aloud/Writer's Workshop					
12:30	1:00	30	MUSIC	PE	Play	Play	MUSIC	
1:00	1:30	30	PE	LIBRARY	PE	PE	PE	
1:30	2:15	45	Math					
2:15	2:30	15	Recess					
2:30	3:00	30	Play	Content				
3:00	3:15	15	Read Aloud/Pack up					
3:15	3:35	20	Dismissal					
							Total Special Minutes	

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