

# Welcome to Kindergarten Curriculum Night

September 14, 2017

# Kindergarten Math 1<sup>st</sup> Quarter

## Three Units

- Understand relationship between numbers and quantity
- Compare groups of objects within 10
- Counting and quantities with groups of 5.

## Skills

- Know number names and count sequence.
- Count to tell the number of objects.
- Compare numbers
- Introduction to addition and subtraction (one more and one less)
- Rote count to 20
- Write numbers 1-10

# Kindergarten Math 2<sup>nd</sup> Quarter

## Three Units

- Understand relationships between numbers and quantity
- Compose and decompose numbers 11-19
- Shapes

## Skills

- Know number names and count sequence
- Count to tell the number of objects
- Rote count to 40
- Write numbers 1-20
- Compare numbers
- Work with numbers 11-19 to gain foundations for place value
- Identify and describe shapes
- Analyze, compare, and create shapes

# Kindergarten Math 3<sup>rd</sup> Quarter

## Four Units

- Composing shapes
- Positional words
- Addition and subtraction within 5
- Addition and subtraction within 10

## Skills

- Know number names and count sequence
- Rote count to 70
- Understand addition as putting together and adding to
- Understand subtraction as taking apart and taking from
- Identify and describe shapes
- Analyze, compare, and create and compose shapes

# Kindergarten Math 4<sup>th</sup> Quarter

## Two Units

- Addition and subtraction within 10
- Describing attributes

## Skills

- Know number names and count sequence
- Rote count to 100
- Understand addition as putting together and adding to
- Understand subtraction as taking apart and taking from
- Describe and compare measurable attributes
- Classify objects and count the number sequence

# Kindergarten Literacy Overview

- Structure of a Book
- Range of Reading and level of Text Complexity
- Reading Foundational Skills
- Speaking and Listening
- Language and Vocabulary
- Key Ideas and Details of a text
- Integration of Knowledge and Ideas
- Compare/Contrast experiences of characters

# Daily 5 and CAFÉ

## The Daily Five Tasks

### Creating a Sense of Urgency

- **Read to Self (K-5)**
  - The best way to become a better reader is to practice each day with “good fit” books that you have selected yourself.
- **Word Work/Vocabulary (K-5)**
  - Expanded vocabulary leads to greater fluency in reading and increases comprehension. Becoming more proficient as a speller leads to writing fluency and the ability to get ideas down on paper.
- **Work on Writing (K-5)**
  - Just like reading the best way to become a better writer is to write each day. Written response to texts helps deepen your thinking about reading.
- **Listen to Reading (K-2)**
  - Listening to fluent and expressive reading of text expands vocabulary, helps build stamina and improves reading.
- **Read to Someone (K-2)**
  - Partner reading provides opportunities to practice strategies, improve fluency and check for understanding.

# “Letterland” Phonics

- Students in “Letterland” classrooms easily learn the relationship between letters and sounds and also develop a firm understanding of the alphabetic principle in the English language system. This is due to the extraordinarily rich array of cues and strategies that promote these skills and concepts in an engaging and playful way.
- Sections
- 1. Phonemic Awareness
- 2. A-Z word building
- 3. Onsets and Rimes
- 4. Consonant Blends
- 5. Long Vowels/Silent “e”
- 6. Vowel Pairs
- 7. Vowel Stealers (r-controlled vowels)



## Letterland Characters



Annie Apple



Bouncy Ben



Clever Cat



Dippy Duck



Eddy Elephant



Firefighter Fred



Golden Girl



Harry Hat Man



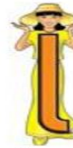
Impy Ink



Jumping Jim



Kicking King



Lucy Lamp Light



Munching Mike



Noisy Nick



Oscar Orange



Peter Puppy



Quarrelsome Queen



Red Robot



Sammy Snake



Talking Tess



Uppy Umbrella



Vicky Violet



Walter Walrus



Fix-it Max



Yellow Yo-yo Man



Zig Zag Zebra

## The Vowel Men



Mr. A  
The Apron Man



Mr. E  
The Easy Magic  
Man



Mr. I  
The Ice Cream  
Man



Mr. O  
The Old Man



Mr. U  
The Uniform Man

# Kindergarten Writing

## Narrative Writing

- Use a combination of drawings, dictating, and writing to narrate a single event or several loosely linked events (Beginning of the year goal)
- Tell about the events in the order in which they occurred and provide a reaction to what happened (End of the year goal)

## Informational Writing

- How to Books
- Procedural Writing

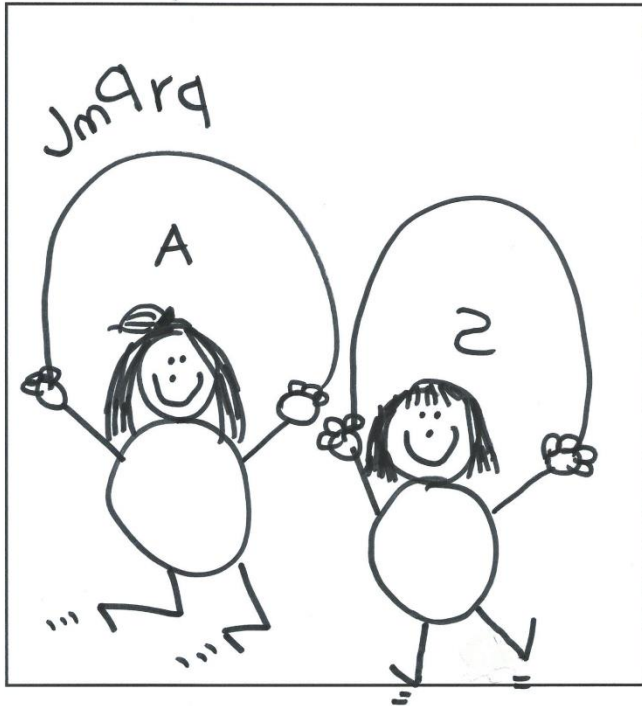
## Opinion Writing

- Compose informative, explanatory texts in which they name what they are writing about and supply some information about the topic

# Narrative Writing Example

(Beg. of the Year)

Name Aleysha Date \_\_\_\_\_



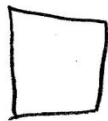
(Middle of the Year)




on my bike + hddx  
I went to  
the <sup>typhoon lagoon</sup> it was  
<sup>raining</sup> day and the waves were big


# Informational Writing Example (End of the Year)

## Materials Page

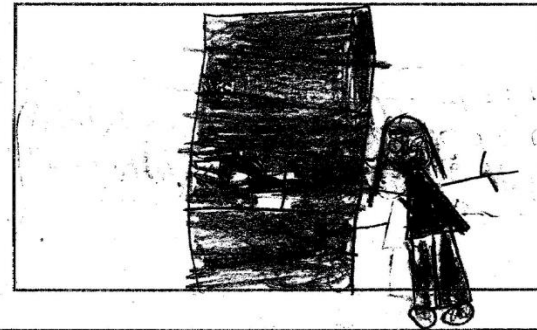
 Paper towel,

 spray,

 a stool,

 and a mirror

## Step

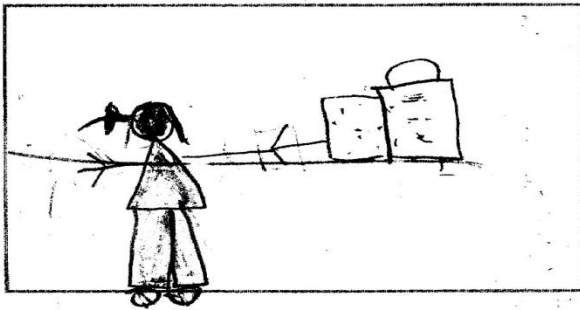


First, get Windex/spray  
out of a closet or on  
a shelf.

\* Windex is a type of  
spray for cleaning mirrors.

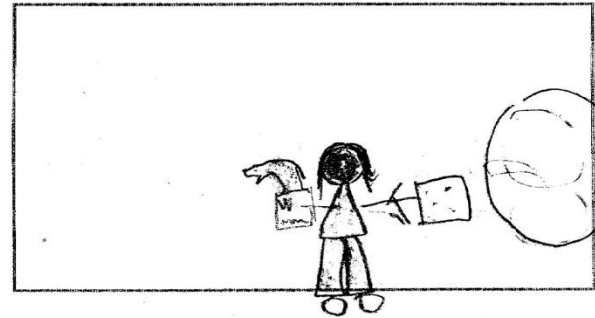
# Informational Writing Example

Step 2



Second, get a  
paper towel.

Step 3

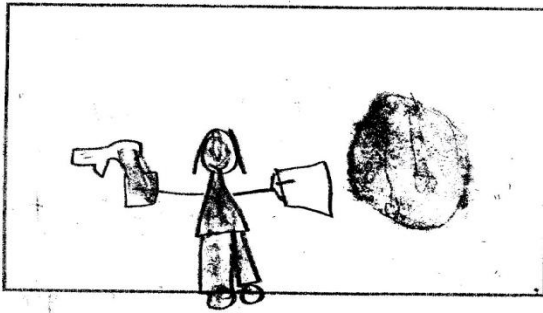


Third, go into the  
bathroom with your spray  
and paper towel.

\* Move any pictures or  
other stuff off the M.I.B.

# Informational Writing Example

## Step 4



Last, spray on the

mirror and wipe with

the paper towel.

\*Make sure you are careful because the mirror

## Closure

Now do you know

how to clean the

mirror? I hope you do.

might break.

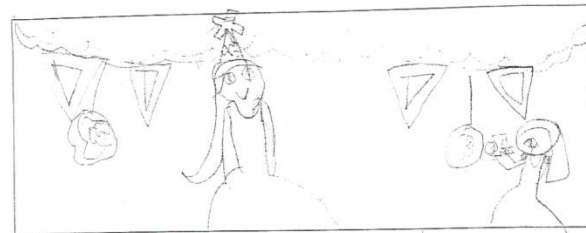
# Opinionated Writing Example (End of the Year)

I LIKT the PART  
PART. WEN AL THE  
PRINSIS WENT <sup>with</sup> <sup>friends</sup> RIGON  
THEGGIA 2 ZIEPER.



GRADE K-OPINION

Date 12/10/12



I like prtys becose  
we eat cake and  
we play gams and  
that. give peple  
goody bags and  
thav ware paty  
hats. I like prtys  
so much. I want  
to have prtys  
evry day.

GRADE K-OPINION

# IB Units of Inquiry 2017-2018

## “How We Express Ourselves”

Central Idea: Traditions reflect the beliefs, values and heritage of a culture.

Lines of inquiry:

- Identify the elements of cultures
- Connections can be made from one culture to another
- Traditions vary from culture to culture

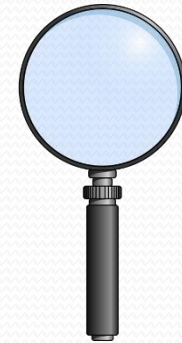


## “Who We Are”

Central Idea: We use our senses to learn about the world and ourselves.

Lines of inquiry:

- The five senses and how they protect us.
- Our senses and our perception of the world.
- Using senses to identify the physical properties of common objects.



## “How We Organize Ourselves”

Central Idea: We use resources in our community to help us meet our wants and needs

Lines of inquiry:

- Jobs help people meet needs and wants
- Basic needs and wants
- Natural resources help meet needs and wants





# IB Units of Inquiry continued...

## “How the World Works”

Central Idea: Environmental forces can affect the movement of living and non-living organisms.

Lines of inquiry:

- How weather patterns and forces affect other things
- Weather changes affect living and non living things
- The pathways that non-living/living things take when they move



## “Where We Are in Place and Time”

Central Idea: Maps and other geographic tools can be used to locate specific places

Lines of inquiry:

- There is more than one type of geographic tool
- Landforms are distinguished by their physical features
- Positional words will be used to locate specific places

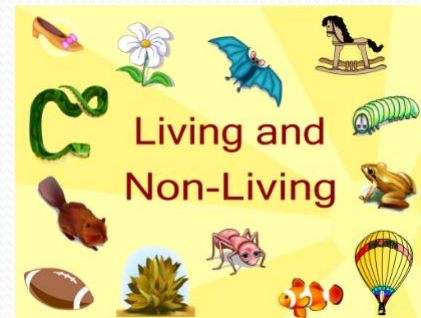


## “Sharing the Planet”

Central Idea: People share the planet with animals.

Lines of inquiry:

- Animals are alike and different
- Traits of all living and nonliving things
- Basic needs of all animals



# Standards Based Grading

- 4 – Exemplary/I am able to independently and consistently apply the skills and knowledge and further my understanding of the topic.
- 3 – Proficient/I can consistently and independently demonstrate the skill.
- 2 – Approaching Proficiency/I need support to be consistent with the skills.
- 1 – Non-Proficient/ I am not yet able to demonstrate the skill.

# Grade Level Homework Expectations

- A homework square (on the calendar) should take no longer than 15-20 minutes every night.
- Homework is given to reinforce the skills your child is learning.
- Nightly reading should take no longer than 15-20 minutes every night.
- Routines (set homework space, set homework time, bedtime routines)
- Homework should not be a point of frustration. Your child works so hard during the school day to become a better reader, writer and mathematician. Our goal is for your child to learn, play and explore the world around them.

At Farmington Woods IB/PYP we  
Go for the GOLD...

**G**ive and Earn Respect

**O**wn your actions

**L**ead by example

**D**emonstrate cooperation

# Kindergarten Handouts

- Please use the “I Can” Common Core Kindergarten Math and Literacy flyers as resource guides. These “I Can” statements cover the entire school year.
- Please use the Quarter 1 Math and Quarter 1 Literacy brochures as a resource guide also.
- “Letterland” Character Sheet