

Welcome to Kindergarten Curriculum Night

September 15, 2016

Kindergarten Math 1st 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 2nd 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 3rd 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 4th 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 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.

Kindergarten Literacy Overview

- Craft and Structure of a Book
- Range of Reading and level of Text Complexity
- Reading Foundational Skills
- Speaking and Listening
- Language
- 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 Styles

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

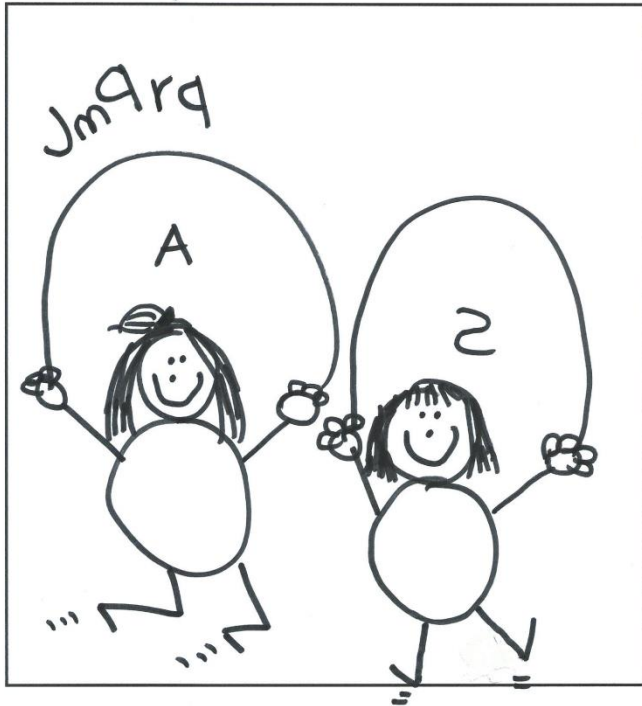
- Compose informative, explanatory texts in which they name what they are writing about and supply some information about the topic

Narrative Writing Example

(Beg. of the Year)

Name Aleysha

Date _____



(Middle of the Year)



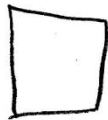
on my bike + hddx
I went to
+ if ^{typhoon} lagoon it was
rainy day dhd + the wavs w/ Bix

GRADE K - NARRATIVE

3


Informational Writing Example (End of the Year)

Materials Page

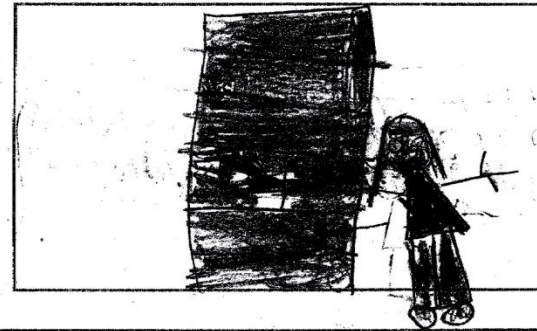
 Paper towel,

 spray,

 a stool,

 and a mirror

Step

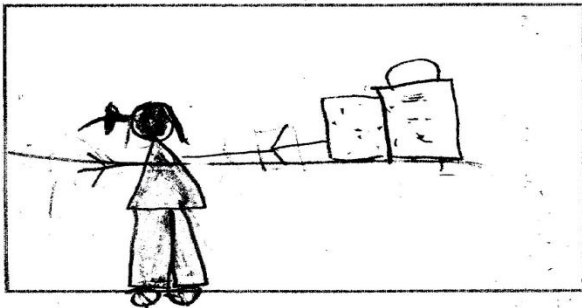


First, get Windex/spray
out of a closet or on
a shelf.

* Windex is a type of
spray for cleaning mirrors.

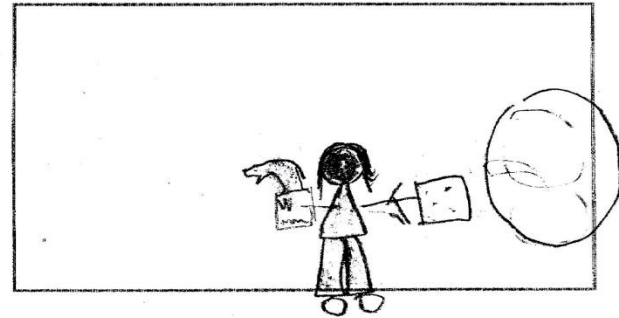
Informational Writing Example

Step 2



Second, get a
paper towel.

Step 3

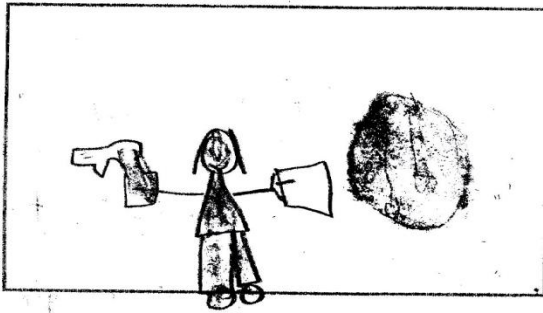


Third, go into the
bathroom with your sister
and paper towel.

* Move any pictures or
other stuff off the mirror

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.

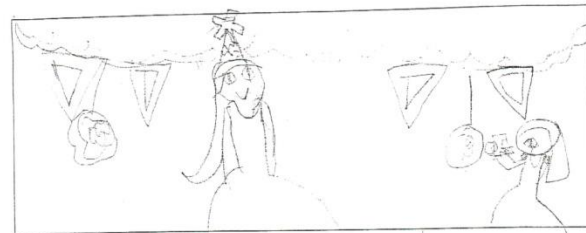
Opinionated Writing Example (End of the Year)

I LIKT the PART
PART. WEN AL THE
PRINSIS WENT ^{with} ^{friends} 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 2016-2017

“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



Miscellaneous Information

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

- Homework should take no longer than 15-20 minutes every night.
- Homework is given to reinforce the skills your child is learning.
- Nightly reading
- 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...

Give and Earn Respect

Own your actions

Lead by example

Demonstrate cooperation