

<b>Kindergarten Essential Standards</b> <b>Quarter 3</b> <b>Our Magnet Theme: Environmental and Community Connections</b>		
<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>When retelling fiction and non-fiction texts, they must recall the key details.</li> <li>The more sounds they learn the more the more words they can decode.</li> <li>The more sight words they learn, the more accessible books will be for them.</li> <li>When they read independently, they must always remember to read with a purpose and to understand what they are reading and when they don't they must persevere until meaning is made.</li> <li>As they learn new vocabulary and new understandings, they must use this in their conversations with others, including peers and adults.</li> <li>When retelling nonfiction/informative text, they must also make connections between texts on the same topic looking for similarities and differences in information.</li> <li>When reading non-fiction authors are purposeful in the information they include for the reader to learn and add pictures that help teach ideas.</li> <li>Vowels have two sounds and when decoding knowing this can help them figure out words.</li> </ul> <p>When reading non-fiction/informative text, students must read with a purpose and make meaning of the text.</p>	<p>Students will understand that...</p> <p>Create how to books</p> <ul style="list-style-type: none"> <li>Procedural writing teaches the reader how to do something in a sequential, organized way.</li> <li>How to books teach the reader what they will need and provide a set of steps for the reader to follow so they can learn how to do or make what is being taught.</li> <li>The pictures in 'How to' books help teach the reader how to do the steps.</li> </ul> <p>Students will understand that...</p> <p>Create All About informational books</p> <ul style="list-style-type: none"> <li>Information writers teach the reader facts and ideas about a topic.</li> <li>Information writers use both pictures and words to help teach about their topic.</li> </ul> <p>Information writers write about topics that they know a lot about...things they do, places they go, people they know.</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Numbers have names and follow a counting sequence (0-100)</li> <li>Counting can begin at a number other than 1 and still follow the counting sequence.</li> <li>The purpose of counting is to tell how many without recounting.</li> <li>Groups of objects can be compared by considering the total in each group.</li> <li>Written numerals can be used to compare more and less.</li> <li>Groups of objects (up to 5) can be recognized and combined without counting (conceptual subitizing).</li> <li>Groups can be combined or separated to create a new amount.</li> <li>Objects or groups can be decomposed in more than with way without impacting the value of the group.</li> <li>Numbers are composed of other numbers</li> </ul> <p>Essential Questions</p> <ul style="list-style-type: none"> <li>How are numbers related to each other?</li> <li>What happens when 2 numbers are joined together?</li> <li>Does the value change if we break a number into groups?</li> <li>How does joining or separating groups help us solve problems?</li> </ul>

Science	Social Studies	Social/Emotional (character education)
<p>Structures and Functions of Living Organisms</p> <p>How are animals similar and different from one another?</p> <p>How are the characteristics of living and nonliving things alike? different?</p> <p>Compare characteristics of animals that make them alike and different from other animals and nonliving things.</p> <p>Compare different types of the same animal (i.e., different types of animals).</p> <p>Compare characteristics of living and nonliving things in terms of their:</p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Growth</li> <li>• Changes</li> <li>• Movement</li> <li>• Basic needs</li> </ul>	<p>Culture and History</p> <p>"We Are Alike" "We Are Different"</p> <p>Students build their understanding of similarities and differences across cultures and across time. This creates a foundation for future growth in first grade.</p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• what makes each of us unique</li> <li>• how differences between us help us grow our understandings of each other</li> <li>• how things change over time</li> </ul> <p>Explain similarities in self and others.</p> <p>Explain the elements of culture (how people speak, how people dress, foods they eat.)</p> <p>Explain how people change over time (self and others)</p>	<p>February - Responsibility</p> <p>March - Perseverance</p>