

Kindergarten

Curriculum Map

QTR 4	Grade: Kindergarten	YEAR: 2019-2020
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Language Arts			
Date	Standard	Assessment	Additional Info.
3/9-3/13	<p>Informational Writing ELAGSEKW2: 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.</p> <p>Review planning steps for how to books, review “can i follow this?”, and review using the word You when writing, review introductions and conclusion and introduce.</p> <p>Review- making words plural, punctuation vs. statement</p>	<p>Final assessment of How to books</p>	<p>Students create how to book</p>

<p>3/16-3/20</p>	<p>Introduce Persuasive Writing to the class. Tell students when you persuade someone you are trying to get them to think the same way you are thinking</p> <p>ELAGSEKW1.: opinion writing</p> <p>Have students identify problems and how they think they could solve it.</p> <ol style="list-style-type: none"> 1. See a problem 2. Think 3. Write . (p. 4 in lucy) <p>ELAGSEKL1 c- Plural</p>	<p>Assess in writing conferences</p> <p>Formally assess plural</p>	<p>Students create book on problem and solution</p> <p>Bend I in Lucy</p>
<p>3/23-3/27</p>	<p>Introduce Persuasive Writing to the class. Tell students when you persuade someone you are trying to get them to think the same way you are thinking</p> <p>ELAGSEKW1.: opinion writing</p> <p>Have students identify problems and how they think they could solve it.</p> <ol style="list-style-type: none"> 4. See a problem 5. Think 6. Write . (p. 4 in lucy) <p>ELAGSEKL1d - Question words - have students create sentences using different question words</p>	<p>Informally assess question words</p>	<p>Bend 1 in Lucy</p>

<p>3/30-4/3</p>	<p>Writing letters to make change</p> <p>ELAGSEKW1.: opinion writing</p> <p>Have students write letters to school leader to change or start something new</p> <p>ELAGSEKL1d - Question words - have students create sentences using different question words</p>	<p>Formally assess using question words</p>	<p>Bend 2</p>
<p>4/13-4/17</p>	<p>Writing letters to make change</p> <p>ELAGSEKW1.: opinion writing</p> <p>Have students write letters to school leader to change or start something new</p> <p>ELAGSEKL1b- nouns- go over what a noun is</p>	<p>Informally assess a noun</p>	<p>Bend 2</p>
<p>4/20-4/24</p>	<p>Movie Review</p> <p>ELAGSEKW1.: opinion writing</p> <p>Students write movie review on why someone should see a movie- give reasons</p> <p>ELAGSEKL1b- nouns- go over what a noun is</p>	<p>Formally assess nouns</p>	
<p>4/27-5/1</p>	<p>Movie Review</p> <p>ELAGSEKW1.: opinion writing</p>	<p>informally assess verbs</p>	

	<p>Students write movie review on why someone should NOT see a movie- give reasons</p> <p>ELAGSEKL1b- Verbs</p>		
5/4-5/8	<p>Book Review</p> <p>ELAGSEKW1.: opinion writing</p> <p>Students write book review on why someone should read a book- give reasons</p> <p>ELAGSEKL1b- Verbs</p>	Formally assess verbs	
5/11-5/15	<p>Book Review</p> <p>ELAGSEKW1.: opinion writing</p> <p>Students write book review on why someone should not read a book- give reasons</p> <p>Review language standards</p>		
5/18-5/22	<p>Why westside is the best school</p> <p>ELAGSEKW1.: opinion writing</p> <p>Give reasons why</p> <p>Review Language standards</p>		

<p>3/23-3/27</p>	<p>ELAGSEKRL5: Recognize common types of text</p> <p>Poetry- explore different types of poetry</p> <p>ELAGSEKRF3 -introduce magic e</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: review all sight words</p>	<p>Informally assess magic e</p> <p>Formally assess sight words</p>	
<p>3/30-4/3</p>	<p>ELAGSEKRI3: with prompting and support identify the main topic and retell key details of a text</p> <p>Read books on american holidays and american symbols- students identify main idea and details</p> <p>ELAGSEKRF3- review Magic e</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: color words</p>	<p>Formally Assess Magic e</p> <p>Formally assess all sight words</p>	
<p>4/13-4/17</p>	<p>ELAGSEKRI3: with prompting and support identify the main topic and retell key details of a text</p> <p>Read books on american holidays and american symbols- students identify main idea and details</p>	<p>-Informally assess when to use C and when to use k</p> <p>-informally assess vowel teams</p>	

	<p>ELAGSEKRF3 C or K Introduce vowel teams</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: review all sight words</p>	<p>Informally assess all sight words</p>	
4/20-4/24	<p>ELAGSEKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Author study: Dr. Seuss</p> <p>ELAGSEKRF3 Review when to use C and when to use K Introduce vowel teams</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: Days of the week</p>	<p>Formally assess when to use C and when to use K</p> <p>Informally assess vowel teams</p> <p>Formally assess sight words</p>	
4/27-5/1	<p>Review Retelling ELAGSEKRL2- with prompting and support retell familiar stories including key details</p> <p>ELAGSEKRF3 -Review: Vowel Teams</p> <p>ELAGSEKRF4: Read common high-frequency</p>	<p>Formally assess vowel teams</p> <p>Informally assess all sight words</p>	

	words by sight: months of the year		
5/4-5/8	<p>ELAGSEKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Author study: Ezra Jack Keats</p> <p>ELAGSEKRF3 -Review: cvc, digraphs, blends, bossy r, magic e and vowel teams</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: Months of the year</p>	<p>Formally assess review material</p> <p>Formally assess all sight words</p>	
5/11-5/15	<p>ELAGSEKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Author study: Heinks</p> <p>ELAGSEKRF3 -Review: cvc, digraphs, blends, bossy r, magic e and vowel teams</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: Review all</p>	<p>Informally assess all sight words</p>	

5/18-5/22	<p>Review retelling, story structure, problem and solution</p> <p>ELAGSEKRF3 -Review: cvc, digraphs, blends, bossy r, magic e and vowel teams</p> <p>ELAGSEKRF4: Read common high-frequency words by sight: Review all</p>		
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Quarter 4:

Math				
Date	Standard	Assessment	Extension	Additional Info.
3/9-3/13	<p>K. NBT.1 compose and decompose numbers from 11 to 19 into 10 ones and some further ones</p> <p>K. CC.1 count to 100 by ones and tens</p>			<p>Module 5: Numbers 10-20 and Counting to 100</p> <p>Topic A: Count 10 ones and some ones</p> <p>Lessons: 1-5 (5 days)</p>
3/16-3/20	<p>K. NBT.1 compose and decompose numbers from 11 to 19 into 10 ones and some further ones</p> <p>K.CC.3 write numbers from 0 to 20, represent a number of objects</p>			<p>Module 5</p> <p>Topic B: Compose Numbers 11 to 20 from 10 ones and some ones</p> <p>Lessons: 7-9</p>

	and with a written numeral			(4 days)
3/23-3/27	<p>K. NBT.1 compose and decompose numbers from 11 to 19 into 10 ones and some further ones</p> <p>K.CC.4b understand that the last number said tells the number of objects counted</p> <p>K.CC 4c understand that each successive number name refers to a quantity that is one larger</p> <p>K.CC 5 count to answer “how many” questions to as many as 20 things arranged in a line</p>			<p>Module 5 Topic C: Decompose numbers 11 to 20 and count to answer how many?</p> <p>Lessons: 10-13 (4 days)</p>
3/30-4/3	<p>K. CC.1 count to 100 by ones and tens</p> <p>K.CC.2 count forward beginning from a given number within the known sequence</p>			<p>Module 5 Topic D: Extend the Say Ten and Regular Count Sequence to 100</p> <p>Lessons: 15-19 (5 days)</p>
4/13-4/17	<p>K.CC 5 count to answer “how many” questions to as many as 20 things arranged in a line</p> <p>K. NBT.1 compose and decompose numbers from 11 to 19 into 10 ones and some further ones</p>	Module Assessment		<p>Module 5 Topic E: Represent and apply compositions and decompositions teen numbers</p> <p>Lessons: 20-24 (5 days)</p>

4/20-4/24	<p>K.CC. 4d understand the relationship between numbers and quantities</p> <p>K.G.5 model shapes in the world by building shapes from objects(sticks clay etc)</p>			<p>Module 6: analyzing, comparing and composing shapes</p> <p>Topic A: building and drawing flat and solid shapes</p> <p>Lessons: 1-4 (4 days)</p>
4/27-5/1	<p>K.G. 6 compose simple shapes from larger shapes</p>			<p>Module 6 Topic B: composing and decomposing shapes</p> <p>Lessons: 5-8 (4 days)</p>
5/4-5/8	Review Catch up			
5/11-5/15	Review Catch up			
5/18-5/22	Review Catch up			

Science			
Date	Standard	Assessment	Additional Info.
3/9-3/13	<p>SKE2. - Obtain, evaluate, and communicate information to describe the physical attributes of earth materials</p> <p>B. Construct an argument supported by</p>	Sort rocks and write about them and describe them	

	<p>evidence for how rocks can be grouped by physical attributes (size, weight, texture, color).</p> <p>C. Soil- talk about different attributes of soil and why it is important</p>		
3/16-3/20	<p>SKL1- Living and nonliving</p> <p>Learn about different attributes of living and nonliving things and how to sort them</p>	Assess living and nonliving in sorts	
3/23-3/27	<p>SKL2- construct an argument supported by evidence for how animals can be grouped according to their features</p> <p>Learn about different animal groups</p>	Informally assess understand of different groups of animals	
3/30-4/3	<p>SKL2- construct an argument supported by evidence for how animals can be grouped according to their features</p> <p>Learn about different animal groups</p>	Formally assess different groups of animals	
4/13-4/17	SKL2-matching animals to their offsprings		

	Show how baby animals looks like their parents	Assess understanding how baby animals look at their parents	
4/20-4/24	SKL2-b- construct an argument on how plans can be sorted - Learn about different parts of the plant	Assess understanding of different parts of plants	
4/27-5/1	SKL2-b- construct an argument on how plans can be sorted - Learn how plants can be sorted	Learn how plants can be sorted	
5/4-5/8	SKL2-b- construct an argument on how plans can be sorted - Learn how plants can be sorted	Learn how plants can be sorted	
5/11-5/15	Review		
5/18-5/22	Review		

Social Studies			
Date	Standard	Assessment	Additional Info.

3/9	(Science)		
3/16	(Science)		
3/23	(Science)		
3/30	<p>American Symbols and Holidays</p> <p>SSKH2 SSKH1</p> <p>Learn about different American Symbols (bald eagle, statue of liberty, washington monument, lincoln memorial)</p> <p>Read books and discuss during whole group reading tie</p>	<p>Assess understanding and recognition of symbols and holidays</p>	
4/13	<p>American Symbols and Holidays</p> <p>memorial day, 4th of july</p> <p>Learn about different American Symbols ()</p>	<p>Assess understanding and recognition of symbols and holidays</p>	
4/20	(Science)		
4/27	(Science)		
5/4	(Science)		
5/11-5/15	(science)		