

FLORENCE ELEMENTARY KINDERGARTEN CURRICULUM MAP

Kindergarten ELA/Math Unit 1 (Weeks 1-6)

A Colorful Time with Rhythm and Rhyme						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Suggested Student Objectives</p> <ul style="list-style-type: none"> •Recognize the difference between a storybook and a poem. •Understand that poems are written by poets and often rhyme. •Distinguish between a verse (stanza) and a line in a poem. •Identify author and illustrator of a storybook and of an informational book. •Ask questions about unknown words in a text. •Understand the organization and basic features of print. •Identify the front cover, back cover, and title page of a book; follow the words from left to right, top to bottom, and page by page. •Understand that words are separated by spaces in print. •Develop phonological awareness by reciting and producing rhyming words. •Use a combination of drawing, dictating, and writing to share an opinion of a favorite color. •Listen to others and take turns speaking while discussing favorite rhymes. •Begin to learn to print letters. •Expand vocabulary by sorting objects by color, noticing colorful places in school, and describing objects by two adjectives. 						
Social Studies						
Science	<ul style="list-style-type: none"> • Farm Animals • Animals and their needs (e.g., farm, pet, and wild animals; what animals need to live) • Farming (e.g., crops from field to table) • Five senses 					
Foundational Skills	<p>RF.K.1: Demonstrate understanding of the organization and basic features of print RF.K.1(a): Follow words from left to right, top to bottom, and page by page. RF.K.1(b): Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1(c): Understand that words are separated by spaces in print. RF.K.1(d): Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2: Demonstrate understanding of spoken words, syllables, and phonemes. RF.K.2(a): Recognize and produce rhyming words. RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words RF.K.3(a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sound for each consonant. RF.K.3(b): Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>					
Reading Informational Text	<p>RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.</p>					
Reading Literature	<p>RL.K.2: With prompting and support, retell familiar stories, including key details. RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear. RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>					
Language	<p>L.K.2: Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing. L.K.2(a): Capitalize the first word in a sentence and the pronoun "I."</p>					
Writing	<p>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.</p>					
Speaking & Listening	<p>SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1(b): Continue a conversation through multiple exchanges. SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>					

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<p>Math</p> <p>MIF: (Ch.1,2)</p>	<p>CC.K.3: Write numbers 0-20. Represent a number of objects with a written numeral.</p> <p>CC.K.4a: 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.</p> <p>CC.K.4b: Understand the relationship between numbers and quantities, connect counting to cardinality.</p> <p>CC.K.4c: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>CC.K.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.</p> <p>CC.K.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.</p> <p>CC.K.7: Compare two numbers between 1 and 10 presented as written numerals.</p> <p>K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>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.</p>
<p>Assessments</p>	<p>ELA: Rhyming: Students will match rhyming picture cards as whole, after matching the students will draw two pictures that rhyme.</p> <p>Literature: Students will listen to a narrative. Then each student will order sequence pictures in the correct order according to the story.</p> <p>Math: Counting: Students will count bears saying the correct number name for each bear.</p> <p>Number Identification: Students will match numbers to the correct quantity.</p>

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Kindergarten ELA/Math Unit 2 (Weeks 7-12)

Tell A Story, 1-2-3						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Suggested Student Objectives <ul style="list-style-type: none"> • Use the words “who, what, where, when, and why” to clarify comprehension of the roles of neighborhood community helpers. Ask questions about unknown words in both fictional and informational books. • Locate basic information in a non-fiction text. • Identify characters, settings, and key events in a story. • Compare and contrast the adventures of one character in a collection of Little Bear stories. • Compare and contrast the adventures of different characters in different books through the use of a graphic organizer. • Understand the difference between real (non-fiction) and imagined (fiction) explorations. • Use a combination of drawing, dictating, or writing to compose an informative text about a community helper. • Discuss familiar people and places in their neighborhoods, adding details when prompting. • Name and identify periods, question marks, and exclamation points. • Understand and correctly use the prepositions to/from, on/off, and in/out. 						
Social Studies						
Science	<ul style="list-style-type: none"> • Farm Animals • Animals and their needs (e.g., farm, pet, and wild animals; what animals need to live) • Farming (e.g., crops from field to table) 					
Foundational Skills	RF.K.1: Demonstrate understanding of the organization and basic features of print RF.K.1(a): Follow words from left to right, top to bottom, and page by page. RF.K.1(b): Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1(c): Understand that words are separated by spaces in print. RF.K.1(d): Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2: Demonstrate understanding of spoken words, syllables, and phonemes. RF.K.2(a): Recognize and produce rhyming words. RF.K.2(b): Count, pronounce, blend, and segment syllables in spoken words RF.K.2(c): Blend and segment onsets and rimes of single-syllable spoken words RF.K.2(d): Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words RF.K.3(a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sound for each consonant. RF.K.3(b): Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.					
Reading Informational Text	RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.					
Reading Literature	RL.K.2: With prompting and support, retell familiar stories, including key details. RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear. RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.					
Language	L.K.2: Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing. L.K.2(a): Capitalize the first word in a sentence and the pronoun "I." L.K.2(b): Recognize and name end punctuation.					
Writing	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.					
Speaking & Listening	SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1(b): Continue a conversation through multiple exchanges. SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.					

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<p>Math MIF: (Ch.3,4)</p>	<p>CC.K.1: Count to 100 by ones and by tens. CC.K.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1). CC.K.3: Write numbers 0-20. Represent a number of objects with a written numeral. CC.K.4a: 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. CC.K.4b: Understand the relationship between numbers and quantities, connect counting to cardinality. CC.K.4c: Understand the relationship between numbers and quantities; connect counting to cardinality. CC.K.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. OA.K.1: Represent addition and subtraction with objects, fingers, mental images, and drawings, sounds, acting out situations, verbal explanations, expressions, or equations. OA.K.3: Decompose numbers less than or equal to 10 into pairs in more than one way, using objects or drawings. Record each decomposition by a drawing or equation. to form larger shapes.</p>
<p>Assessments:</p>	<p>ELA: Syllables: Students will place picture cards with the correct number of syllables. To challenge the higher students the students will try to write the picture words.</p> <p>Letter Identification- Students will match lowercase and uppercase letters on paper. For higher students the students write the correct match for the letter. Example A__ __b</p> <p>Writing: As a class we will correct sentences that are incorrect. Then each student will correct incorrect sentence on a worksheet. Higher students can rewrite the sentences correctly.</p> <p>Math: As a class we will discuss different groups of objects on the smart board. Then each student will circle which group is more or less on their paper.</p> <p>Students will draw an addition sentence and write a number sentences to go with it.</p>

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Kindergarten ELA/Math Unit 3 (Weeks 13-21)

Exploring with Friends in the Neighborhood						
	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
<p>Suggested Student Objectives</p> <ul style="list-style-type: none"> •Use the words “who, what, where, when, and why” to clarify comprehension of the roles of neighborhood community helpers. Ask questions about unknown words in both fictional and informational books. •Locate basic information in a non-fiction text. •Identify characters, settings, and key events in a story. •Compare and contrast the adventures of one character in a collection of Little Bear stories. •Compare and contrast the adventures of different characters in different books through the use of a graphic organizer. •Understand the difference between real (non-fiction) and imagined (fiction) explorations. •Use a combination of drawing, dictating, or writing to compose an informative text about a community helper. •Discuss familiar people and places in their neighborhoods, adding details when prompting. •Name and identify periods, question marks, and exclamation points. •Understand and correctly use the prepositions to/from, on/off, and in/out. 						
Social Studies	<ul style="list-style-type: none"> • Geography: Community (i.e., town, city, or community) Locate continent, country, and state where the community is located • Community helpers (e.g., wide range of careers) 					
Science	<ul style="list-style-type: none"> • The Human Body (e.g., focus on the medical field through health of your body: exercise, cleanliness, healthy foods, rest, and dental care) 					
Foundational Skills	<p>RF.K.1: Demonstrate understanding of the organization and basic features of print RF.K.1(a): Follow words from left to right, top to bottom, and page by page. RF.K.1(b): Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1(c): Understand that words are separated by spaces in print. RF.K.1(d): Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2: Demonstrate understanding of spoken words, syllables, and phonemes. RF.K.2(a): Recognize and produce rhyming words. RF.K.2(b): Count, pronounce, blend, and segment syllables in spoken words RF.K.2(c): Blend and segment onsets and rimes of single-syllable spoken words RF.K.2(d): Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words RF.K.3(a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sound for each consonant. RF.K.3(b): Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3(c): Read common high-frequency by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.4: Read with sufficient accuracy and fluency to support comprehension</p>					
Reading Informational Text	<p>RI.K.2: With prompting and support, identify the main topic and retell key details of a text. 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.</p>					
Reading Literature	<p>RL.K.3: With prompting and support, identify characters, settings, and major events in a story. RL.K.4: Ask and answer questions about unknown words in a text. RL.K.6: Name the author and illustrator of a story and define the role of each in presenting the ideas or information in a story. RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>					
Language	<p>L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1(d): Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.5(c): Identify real-life connections between words and their use.</p>					
Writing	<p>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.</p>					

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Speaking & Listening	
<p align="center">Math MIF: (Ch.5,6,7)</p>	<p>CC.K.1: Count to 100 by ones and by tens. CC.K.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1). CC.K.3: Write numbers 0-20. Represent a number of objects with a written numeral. CC.K.4a: 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. CC.K.4b: Understand the relationship between numbers and quantities, connect counting to cardinality. CC.K.4c: Understand the relationship between numbers and quantities; connect counting to cardinality. CC.K.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. CC.K.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. CC.K.7: Compare two numbers between 1 and 10 presented as written numerals. OA.K.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. OA.K.4: For any number 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings. Record the answer with a drawing or equation. MD.K.1: Describe measureable attributes of objects, such as length or weight. Describe several measureable attributes of a single object. MD.K.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. MD.K.3: Classify objects or people into given categories. Count the numbers in each category and sort the categories by count. G.K.1: Describe objects in the environment using names of shapes, and describes the relative position of these objects using terms such as above, below, beside, in front of, behind, and next to. G.K.2: Correctly name shapes regardless of their orientations or overall size. G.K.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three – dimensional(solid). G.K.4: Analyze and compare two- and three- dimensional shapes, in different sizes and orientation, using informational language to describe their similarities, differences, parts and other attributes. G.K.5: Model shapes in the world by building shapes from components and drawing shapes. G.K.6: Compose simple shapes</p>
<p align="center">Assessment</p>	<p>ELA: As a small group in centers, the students will pull out picture cards and isolate each sound. Then the students will try to spell each picture word.</p> <p>Sounds: The students will be given four random letters and they will draw corresponding pictures that being with that beginning sound.</p> <p>Literature: On a Venn Diagram, the students will compare and contrast settings and characters from familiar stories.</p> <p>Math: Students will be given a number 1 through 10 and they must find the correct to make ten. Higher students will write a number sentence that corresponds with the two the numbers.</p> <p>Students must create a picture using simple shapes. Higher level students will write a sentence about their picture.</p>

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Kindergarten ELA/Math Unit 4 (Weeks 19-24)

America: Symbols and Celebrations						
	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Suggested Student Objectives						
<ul style="list-style-type: none"> • Describe the connection between two events or ideas in a text, such as The American Flag (Lloyd Douglas) and Independence Day (David F. Marx). • Recognize cause and effect relationships, such as the contributions by Martin Luther King, Jr. and the holiday celebrating his life. • Review characters, setting, and key events as they retell fictional stories. • Answer questions about unknown words, details, and events in both fiction and informational texts. • Demonstrate phonemic awareness by isolating and pronouncing the initial, medial, and final phoneme of CVC words. • Gather information from text sources and experiences to answer questions about holidays they celebrate. • Use a combination of drawing, dictating, and writing to compose an informative text about holidays. • Ask questions to get information, to seek help, or to clarify something that is not understood. • Produce and expand complete sentences in shared writing about symbols in America. • Identify new meanings for familiar words and apply them accurately (e.g., march—verb, March—month, march—musical piece). • Use newly learned words in conversation about unit’s focus on celebrations and symbols. 						
Social Studies	<ul style="list-style-type: none"> • Geography <ul style="list-style-type: none"> - United States • History <ul style="list-style-type: none"> - Celebrations of Diversity (e.g., Chinese New Year, Cinco de Mayo, Kwanza, Chanukah, and Christmas) - Native Americans (e.g., a tribe or nation located near your students compared/contrasted to a tribe or nation farther away) - Voyage of Christopher Columbus - Presidents, past and present 					
Science						
Foundational Skills	RF.K.1: Demonstrate understanding of the organization and basic features of print RF.K.1(d): Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2: Demonstrate understanding of spoken words, syllables, and phonemes. RF.K.2(d): Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words RF.K.3(a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sound for each consonant. RF.K.3(b): Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3(c): Read common high-frequency by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.4: Read with sufficient accuracy and fluency to support comprehension					
Reading Informational Text	RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.3: With prompting and support, describe the connections between 2 individuals, events, ideas, or pieces of information.					
Reading Literature						
Language	L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. L.K.1(f): 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. L.K.2(d): Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
Writing	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).					
Speaking & Listening	SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.					
Math MIF: (Ch.8,9,10)	CC.K.1: Count to 100 by ones and by tens. CC.K.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).					

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	<p>CC.K.3: Write numbers 0-20. Represent a number of objects with a written numeral.</p> <p>CC.K.4a: 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.</p> <p>CC.K.4b: Understand the relationship between numbers and quantities, connect counting to cardinality.</p> <p>CC.K.4c: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>CC.K.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.</p> <p>CC.K.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.</p> <p>OA.K.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p> <p>OA.K.2: Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem.</p> <p>OA.K.5: Fluently add and subtract within 5.</p>
Assessment	<p>ELA: As a whole the class will read a decodable reader. After reading the students will go back to their seat and circle common sight words. Each student will practice reading the decodable reader to the adult. Each student will also work on reading left to right and point to each word as they read.</p> <p>Writing: Students will write about their favorite author. Each student will work on using sight words in their sentences. Students will also work on spelling words phonetically.</p> <p>Math: Ball Toss: Students will catch a ball and be given a number. The students must start counting from that number. Afterwards students will fill in the missing numbers on their paper.</p> <p>Addition: Students will listen to words problems. Then they will solve the word problem using pictures. Higher level students will write number sentences.</p>

FLORENCE ELEMENTARY KINDERGARTEN CURRICULUM MAP

Kindergarten ELA/Math Unit 5 (Weeks 25-30)

The Great Big World

	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Suggested Student Objectives						
<ul style="list-style-type: none"> • Describe the connection between the settings of fictional works and informational books about the same place. • Learn about the similarities and differences between multiple texts, both fiction and informational, on the same topic. • Compare and contrast characters' adventures that are set in different continents. • Use a combination of drawing, dictating, and writing to offer an opinion about a continent to visit. • Compose an opinion piece in which they name a continent to visit and share details to support that choice. • Spell simple words phonetically using knowledge of sound-letter relationships. • Add or substitute individual phonemes in simple, one-syllable words to make new words. • Demonstrate understanding of common verbs and adjectives by relating them to their opposites in the context of describing places. 						
Social Studies	<ul style="list-style-type: none"> • Geography <ul style="list-style-type: none"> - Working with maps and globes (e.g., locating and naming the seven continents; locating oceans, poles, rivers, lakes, and mountains on globes) 					
Science	<ul style="list-style-type: none"> • Animal habitat preservation (e.g., Jane Goodall's work with chimpanzees in East Africa or attempts to preserve Giant Pandas in China) 					
Foundational Skills	RF.K.1: Demonstrate understanding of the organization and basic features of print RF.K.1(d): Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2: Demonstrate understanding of spoken words, syllables, and phonemes. RF.K.2(c): Blend and segment onsets and rimes of single-syllable spoken words RF.K.2(d): Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2(e): Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words RF.K.3(a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sound for each consonant. RF.K.3(b): Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3(c): Read common high-frequency by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3(d): Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.4: Read with sufficient accuracy and fluency to support comprehension					
Reading Informational 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).					
Reading Literature	RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.					
Language	L.K.2: Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing. L.K.2(c): Write a letter or letters for most consonant and short-vowel sounds. L.K.2(d): Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.5(d): Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.					
Writing	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. W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					
Speaking & Listening	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.6: Speak audibly and express thoughts, feelings, and ideas clearly.					
Math (MIF: Ch.	MD.K.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.					

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<p>11,12,13,14,15)</p>	<p>MD.K.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.</p> <p>MD.K.3: Classify objects or people into given categories. Count the numbers in each category and sort the categories by count.</p> <p>CC.K.1: Count to 100 by ones and by tens.</p> <p>CC.K.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>CC.K.3: Write numbers 0-20. Represent a number of objects with a written numeral.</p> <p>CC.K.4a: 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.</p> <p>CC.K.4b: Understand the relationship between numbers and quantities, connect counting to cardinality.</p> <p>CC.K.4c: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>CC.K.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.</p> <p>CC.K.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.</p> <p>OA.K.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p> <p>OA.K.2: Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem.</p> <p>OA.K.3: Decompose numbers less than or equal to 10 into pairs in more than one way, using objects or drawings. Record each decomposition by a drawing or equation.</p> <p>OA.K.4: For any number 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings. Record the answer with a drawing or equation.</p> <p>G.K.2: Correctly name shapes regardless of their orientations or overall size.</p> <p>NBT.K.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and record each composition or decomposition by a drawing or equation. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>
<p>Assessment:</p>	<p>ELA: Students will draw four squares in their learning logs. The students will make new words by substituting the beginning sounds. Then students will write the new words in each squares. After writing the words, the students will draw pictures that corresponds with their words.</p> <p>Listening: In a small group, students will listen to a short story. After listening to the story, students will answer detail questions about the story.</p> <p>Writing: Students will write about a time they experienced a certain feeling. Each student will work on explaining their feeling.</p> <p>Math: In a small group the students will pick an object and practice measuring with cubes. Higher students can write a sentence about their data.</p> <p>Base Ten: In a small group, students will practice counting unifix cubes and writing the correct number for each group.</p>

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Kindergarten ELA/Math Unit 6 (Weeks 31-36)

Wonders of Nature: Plants, Bugs, and Frogs						
	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Suggested Student Objectives <ul style="list-style-type: none"> • Describe cause and effect relationships as they occur in the natural world and in fictional texts. • Recognize the basic similarities and differences between two texts on the same topic: when both are informational, and when there is a pairing of fiction and non-fiction on the same topic. • Read emergent-reader texts with purpose and understanding. • Add or substitute individual phonemes in simple, one-syllable words to make new words. • Read twenty-five high frequency words by sight. • Write, draw, or dictate a narrative telling about something that happened in nature and a subsequent reaction. • Relate the idea of writing revision to Monet’s creative process, in which he was continually improving his artwork. • Ask questions to learn more about the natural world. • Use common affixes as clues to the meaning of an unknown word. 						
Social Studies						
Science	<ul style="list-style-type: none"> • Plants (e.g., what plants need to grow, and seeds, flowers, and the parts of a plant) • Earth Day (e.g., pollution, recycling, conservation) • Seasons • Bugs and frogs (e.g., habitats and life cycles) • Weather (e.g., local weather patterns and daily weather changes) 					
Foundational Skills	RF.K.1: Demonstrate understanding of the organization and basic features of print RF.K.1(d): Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2: Demonstrate understanding of spoken words, syllables, and phonemes. RF.K.2(c): Blend and segment onsets and rimes of single-syllable spoken words RF.K.2(d): Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.3(a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sound for each consonant. RF.K.3(b): Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3(c): Read common high-frequency by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3(d): Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.4: Read with sufficient accuracy and fluency to support comprehension					
Reading Informational 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). RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.					
Reading Literature	RL.K.10: Actively engage in group reading activities with purpose and understanding.					
Language	L.K.1(c): Form regular plural nouns orally by adding /s/ or /es/. L.K.1(e): Use the most frequently occurring prepositions. L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on [K]kindergarten reading and content. (emphasis original) L.K.4(b): 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.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
Writing	W.K.5: 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.					
Speaking & Listening						

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<p>Math MIF: (Ch. 16, 17, 18, 19, 20)</p>	<p>MD.K.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>MD.K.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.</p> <p>MD.K.3: Classify objects or people into given categories. Count the numbers in each category and sort the categories by count.</p> <p>G.K.2: Correctly name shapes regardless of their orientations or overall size.</p> <p>CC.K.1: Count to 100 by ones and by tens.</p> <p>CC.K.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>CC.K.3: Write numbers 0-20. Represent a number of objects with a written numeral.</p> <p>CC.K.4: Understand the relationship between numbers and quantities, connect counting and cardinality.</p> <p>CC.K.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.</p> <p>CC.K.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.</p> <p>OA.K.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p> <p>OA.K.2: Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem.</p> <p>OA.K.3: Decompose numbers less than or equal to 10 into pairs in more than one way, using objects or drawings. Record each decomposition by a drawing or equation.</p> <p>OA.K.5: Fluently add and subtract within 5.</p>
<p>Assessment</p>	<p>ELA: Reading: Students will read sentences with fluently and draw pictures that correspond to the sentence.</p> <p>Writing: Students will type the steps of the butterfly lifecycle. After typing the students will draw pictures underneath or above each sentence.</p> <p>Math: Addition with Fluency: Students will complete a timed addition test.</p> <p>Decomposition: Students will be given a number and will decompose that number into two pairs using picture. After students will write a number that corresponds with the pairs.</p>