

The American International School of Freetown

Curriculum Guide

Prekindergarten and Kindergarten



2018/2019 School Year

(revised from 2017/2018)

All curriculum is rooted in the Mission and Beliefs of our school

Mission Statement

AISF develops students' love of learning in an internationally recognized, safe, student-centered and interactive learning environment. Students develop a global perspective that fosters empathy and prepares them for success in an ever-changing world.

Beliefs

We believe that:

- Respect for everyone's progress, and care for their safety and wellbeing, are essential for a successful and interactive learning environment.
- The diversity of our community enriches our learning experience, and develops global perspectives.
- Each member of our community is both a teacher and a learner, participating in an ongoing process of self-realization.
- Collaboration and teamwork are vital for progress in an ever-changing, interconnected world.



Preface from the Director

Teaching and learning at the American School of Freetown build up from what we want students to know and be able to do. The label for that desired result is an intended learning outcome (ILO). The cornerstone of our curriculum design is simple but powerful:

- AT AISF we know our students, not just as a group, but every individual learner.
- We start our building with a clear vision of our goal for student learning.

In sum, the key is to know our students and to plan backwards from our intended learning outcomes.

All of the curriculum in this Guide has been designed and written by AISF teachers. They know our students and it is tailored exactly to them. All curriculum in this Guide fulfills the requirements of our good standing in the United States as a fully accredited US international school.

The sources for creating curriculum at AISF are US Standards. The intended learning outcomes for all subjects at all grade levels state simply that each child will meet that standard, sometimes with assistance, and others times will exceed the standard. As the US Embassy sponsored school in Sierra Leone, AISF must be certain that every learner can transfer smoothly either to a quality US public school or to a quality international school. Current standards in use at AISF are US Common Core for English/Language Arts and for Mathematics, Next Generation Science, and McRel Standards. All the curriculum templates you read in the Guide will list the US Standards to be met. US Standards are used in American schools all over the world. All the curriculum you read will also explain the ways that the teacher has planned to reach the Intended learning outcomes.

The Curriculum Guide is organized by grade levels and by subjects within each grade level. By design, AISF has blended classrooms with two grade levels in each class. Curriculum is presented for each blended classroom: PreK/KG, Grade 1&2, Grade 3&4, Grade 5&6, and Grade 7&8. This 2017/2018 school year AISF is running a Grade 9 Pilot which is described in a separate publication.

Our aim in this Guide to publish our entire academic curriculum for AISF families. We want all of you to be well informed about the intended learning outcomes for your children’s experience at AISFreetown.



Scope and Sequence Overview

AISF's multi-grade classes follow curriculums based on standards and benchmarks which correspond to each grade level. Differentiation is integral to the learning in each class from Pre-Kindergarten to Grade 8. For more details about unit progression, and which standards are covered when please refer to the published curriculum documents.

Math

Pre-Kindergarten follow an Early Years program of play-based activities to develop early math skills. This includes exploring patterns, solving puzzles, playing games, counting and sequencing songs and rhymes, Numberjacks, and Numberblocks, using a range of materials and manipulatives. Students in Kindergarten through Grade 6 follow the program of the Everyday Math Common Core Edition. Grades 7 and 8 use Holt McDougal textbooks as a resource to teach Common Core Math standards. AISF uses the Common Core Math standards and benchmarks to inform all math instruction.

English Language Arts

Pre-Kindergarten are taught phonics and early writing through the Jolly Phonics and Letterland schema, and through a wide variety of play-based activities. The curriculum in Kindergarten to Grade 8 English Language Arts is tied to the Common Core English Language Arts standards and benchmarks. Kindergarten learn reading through Collins Big Cat leveled readers and guided reading. Kindergarten to Grade 2 are taught Letterland phonics and use Collins Big Cat leveled readers. Grades 3 through 8 learn reading through novel studies, supplemented with informational texts. Students all follow the 6+1 traits of writing model and assessment rubrics for writing.

Science

Pre-Kindergarten and Kindergarten develop their knowledge and understanding of the world through topic-based learning through play, enhanced by FOSS and Discovery kit resources. Kindergarten through Grade 8 follow Next Generation Science Standards. Grades 1 to 4 follow the TCI science program, and Grades 5 to 8 use FOSS.

Social Studies

McREL standards and benchmarks are used to inform instruction for Kindergarten through Grade 8. Pre-Kindergarten and Kindergarten follow a bespoke child-led curriculum created by our in-house Early Years specialist teachers. Topics include the history of toys/transport; important people and people who help us in our community, ourselves, our families, our environment and celebrations. These topics flow smoothly into the TCI program, which delves deeper into the topics of family and community. Social Studies from Grade 1 through 8 follow the full TCI program.

Prekindergarten and Kindergarten 2017/2018



Prekindergarten

Trimester 1

Topic: Water, Water, Everywhere

English Learning Outcomes:	Math Learning Outcomes:
<p>They will listen to and talk about a story. They will say what they like and don't like. They will answer questions about a story</p> <p>Children will sequence a story with a beginning middle and end. They will orally retell a story.</p> <p>Children will write poetry using interesting words and repetition. Children will perform and read poetry.</p> <p>Children draw and label diagram. Children will recount an event using pictures and captions.</p>	<p>Children will be able to count in 1's (multiples of 10). They will be able to accurately count a group of objects. They will know that 5 is one more than 4.</p> <p>Children will be able to add and subtract within 5/10 using objects and jottings.</p> <p>Children will be able to compare the weights of two objects using a pan balance. Children will be able to compare the lengths of two objects and measure using non-standard units of measurement.</p> <p>Children will be able to name 2D shapes.</p>
Social Studies Learning Outcomes:	Science Learning Outcomes :
<p>Children will be able to talk about what makes a good friend and how they can be a good friend. They will recognize and talk about how to solve a disagreement. They can do something positive for someone else</p> <p>Children will be able to talk about an important person and what they did. .</p> <p>Children will complete an area study of Lumley Beach. They will produce labelled pictures. They will learn how about how it is different to the city.</p> <p>Children will learn the Christmas story and how Christians celebrate Christmas.</p>	<p>Children will know and understand: Weather and changes over time. Each season has a typical weather pattern that can be observed. Wind speed and Wind direction are components of weather. Meteorologists are scientists who study weather There are different kinds of clouds. Rain is water that comes from clouds.</p>



Trimester 2

Topic: Plants and Animals

Plants and Animals	11 weeks	Trimester 2	PK (K)
Core Books			Wow Experiences
<p>Fiction</p> <p>Owl Babies- Mark Waddell</p> <p>Arghhh spider! Lydia Monks</p> <p>The Very Busy Spider- Eric Carle</p> <p>The Very Hungry Caterpillar- Eric Carle</p> <p>Jack and the Beanstalk</p> <p>Non-Fiction</p> <p>Market Day- Lois Ehlert</p> <p>What's This- A seed's story Caroline Mockford</p> <p>A Day at the Apple Orchard</p> <p>Diary of a Sunflower</p> <p>This is your Garden- Maggie Smith</p>			<p>Make a tree to go in the garden using found objects.</p> <p>Plant seeds and watch them grow.</p> <p>Trip to Tacugama chimp sanctuary.</p>
Supporting Texts			
<p>Camille and the Sunflowers- Laurence Anholt</p> <p>The Gigantic Turnip-</p>			
English Tasks/ assessment pieces		English Outcomes	
<p>Descriptive writing: I can see at night...</p> <p>Narrative: Sequence T.V.H.C.- group book</p> <p>Picture and caption instructions for how to care for a seed</p> <p>Labelled picture of an insect</p>		<p>Narrative:</p> <p>They will listen to and talk about a story. They will say what they like and don't like. They will answer questions about a story</p> <p>Children will sequence a story with a beginning middle and end. They will orally retell a story. With support they will write a retell of a simple story.</p> <p>Non- Fiction:</p> <p>Children draw and label diagram of an insect. They will sequence picture for a how to guide for how to care for a seed,</p>	
Supporting assessment			
Phonics daily formative assessments			
Math Assessment		Math Outcomes	
<p>Baseline checklist</p> <p>Weekly task based assessment. See week by week planning for detail.</p> <p>Periodic assessment at end of trimester (see everyday math)</p>		<p>Counting and cardinality</p> <p>Children will be able to count in 1's and multiples of 10. They will be able to accurately count a group of objects. They will know that 5 is one more than 4.</p> <p>Operations and algebraic thinking</p>	

	<p>Children will be able to add and subtract within 10 using objects.</p> <p>Data and measurement</p> <p>Children will be able to compare the capacity of two containers. Children will be able to compare the lengths of two objects and measure using non-standard units of measurement.</p> <p>Geometry</p> <p>Children will be able to name 2D shapes and some 3D shapes. They will be able to describe the features of some 2D shapes.</p>
<p>Supporting assessments: Math games/ quiz- when appropriate</p>	
Social studies assessment tasks	Social Studies Outcomes
<p>Labelled desert/ jungle picture Farm to Market story told through pictures Making a Chinese dragon and performing a Chinese dragon dance.</p>	<p>The children will look at pictures of rainforest/ jungle and compare it to the desert. They will discuss similarities and differences.</p> <p>They will go on a trip to Tacugama Chimp Sanctuary where they will see and learn about the chimps. On the way to the sanctuary they will travel through jungle and pass by farms in Regent.</p> <p>In school they will discuss where our food comes from. They will cook with food that we have bought at the market and grown in the garden. They will plant seeds and grow and take care of plants. They will learn how some families celebrate Chinese new year.</p>
Science tasks/ assessment pieces	Science Outcomes
<p>Labelled diagram of a plant Picture how to guide for growing a plant from seed</p>	<p>Children will learn to observe plants and record what they see. They will draw a labelled diagram of a plant. Children will learn to compare how plants have grown.</p>

n.b. Phonics- see Letterland



Trimester 3

Topic: Heroes and Adventures

Heroes and Adventures	11 weeks	Trimester 3	PK (K)
Core Books			Wow Experiences
<p>Fiction</p> <p>Super Spud and the Stinky Space Rescue- Sam Lloyd</p> <p>Where the Wild Things Are- Maurice Sendak</p> <p>The Naughty Bus- Jan Oke</p> <p>Non-Fiction</p> <p><u>Real life heroes</u></p> <p>Doctor (people who help us) Amanda Askew</p> <p>Firefighter (people who help us) Amanda Askew</p> <p>Police Officer (people who help us) Amanda Askew</p> <p>Awesome Engines: Emergency! Margaret Mayo</p>			<p>Super hero day</p> <p>Make a comic strip</p> <p>Play fire engine in garden</p> <p>Make a space rocket out of boxes</p> <p>New fire engine and fire station toy.</p>
Supporting Texts			
<p>Traction Man meets Turbo Dog- Mini Grey</p> <p>Nat Fantastic – Giles Andreae</p>			
English Tasks/ assessment pieces		English Outcomes	
<p>Letter to super spud</p> <p>Character description of a wild thing</p> <p>Retell of Where the Wild Things Are</p>		<p>Narrative:</p> <p>They will listen to and talk about a story. They will say what they like and don't like. They will answer questions about a story</p> <p>Children will sequence a story with a beginning middle and end. They will describe a character using interesting words. They will orally retell a story. With support they will write a retell of a simple story.</p> <p>Non- Fiction:</p> <p>Children draw and label diagram of a superhero. They will write a caption for a 'local hero' picture.</p>	
Supporting assessment			
Daily phonics formative assessment			
Math Assessment		Math Outcomes	
<p>Baseline checklist</p> <p>Weekly task based assessment. See week by week planning for detail.</p> <p>Periodic assessment at end of trimester (see everyday math)</p>		<p>Counting and cardinality</p> <p>Children will be able to count in 1's and multiples of 10. They will know one more and one less.</p> <p>Operations and algebraic thinking</p> <p>Children will be able to add and subtract within 10 using objects. They will count on in the heads up to 5 and they will use a number line. They will begin to learn pairs of numbers that total 10.</p> <p>Data and measurement</p>	
<p>Supporting assessments:</p> <p>Math games/ quiz- when appropriate</p>			

	<p>Children will be able to compare the capacity of two containers. Children will be able to compare the lengths of two objects and measure using non-standard units of measurement. They will use vocabulary associated with time.</p> <p>Geometry They will use appropriate positional language. Children will be able to name 2D shapes and some 3D shapes. They will be able to describe the features of some 2D shapes.</p>
Social studies assessment tasks	Social Studies Outcomes
<p>Labelled picture of a local hero. A day in the life of a fire fighter. Drawing and caption of a fire engine</p> <p>Talking and responding to peers in circle time.</p>	<p>Children will learn and talk about local and personal heroes. They will discuss the qualities of a hero. Children will write an opinion piece of writing about their personal hero.</p> <p>During circle times they will discuss 'growing up' and the different ways that they have changed since they were a baby. They will discuss what they have learnt this academic year and what they are looking forward to learning next year.</p>
Science tasks/ assessment pieces	Science Outcomes
<p>Caring for the plants daily. To record weather observations in the class calendar. Sorting and classifying materials according to size, color, texture</p>	<p>Children will continue to observe and care for the plants in the garden. They will discuss how the plants change and grow over time. They will continue to make daily weather observations and record these in the class calendar.</p> <p>They will sort materials according to their properties. They will explore the texture, shape and size of objects.</p>

n.b. Phonics- see Letterland

Kindergarten

Subject: English Language Arts

Trimester 1

Grade Level: KG

Unit Topics and Key Texts: Dinosaurs *Tyrannosaurus Drip* by Julia Donaldson; fiction and non-fiction books on dinosaurs
Fairy Stories and Traditional Tales *The Enormous Turnip, The Gingerbread Man* and *Cinderella* and various others

Unit Lengths: 6 Weeks + 6 Weeks

Stage 1 – Learning Outcomes

Common Core Domains **Students will:-**

Reading Standards

Key Ideas and Details

With prompting and support, ask and answer questions about key details in a text. RL.K.1

With prompting and support, retell familiar stories, including key details. RL.K.2

With prompting and support, identify characters, settings, and major events in a story. RL.K.3

Craft and Structure

Ask and answer questions about unknown words in a text. RL.K.4

Recognize common types of texts (e.g., storybooks, poems). RL.K.5

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.6

Integration of Knowledge and Ideas

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.7

(RL.K.8 not applicable to literature)

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9

Range of Reading and Level of Text Complexity

Actively engage in group reading activities with purpose and understanding. RL.K.10

Informational Texts

Key Ideas and Details

With prompting and support, ask and answer questions about key details in a text. RI.K.1

With prompting and support, identify the main topic and retell key details of a text. RI.K.2

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.3

Craft and Structure

With prompting and support, ask and answer questions about unknown words in a text. RI.K.4

Identify the front cover, back cover, and title page of a book. RI.K.5

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.6

Integration of Knowledge and Ideas

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.7

With prompting and support, identify the reasons an author gives to support points in a text. RI.K.8

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.9

Range of Reading and Level of Text Complexity

Actively engage in group reading activities with purpose and understanding. RI.K.10

Foundational Skills

Print Concepts

Demonstrate understanding of the organization and basic features of print. RF.K.1

Follow words from left to right, top to bottom, and page by page. RF.K.1a

Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1b

Understand that words are separated by spaces in print. RF.K.1c

Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1d

Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2

Recognize and produce rhyming words. RF.K.2a

Count, pronounce, blend, and segment syllables in spoken words. RF.K.2b

Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2c

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2d

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.2e

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3

Demonstrate basic knowledge of one-to-one letter-sound RF.K.3a correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3b

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3c

Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.3d

Fluency

Read emergent-reader texts with purpose and understanding. RF.K.4

Writing Standards

Text Types and Purposes

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). W.K.1

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. W.K.2

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. W.K.3

Production and Distribution of Writing

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.5

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.6

Research to Build and Present Knowledge

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.7

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8

Speaking and Listening Standards

Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1a

Continue a conversation through multiple exchanges. SL.K.1b

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.2

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.3

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.4

Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.5

Speak audibly and express thoughts, feelings, and ideas clearly. SL.K.6

Language Standards

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1

Print many upper- and lowercase letters. L.K.1

Use frequently occurring nouns and verbs. L.K.1b

Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.K.1c

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1d

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.K.1e

Produce and expand complete sentences in shared language activities. L.K.1f

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.2

Capitalize the first word in a sentence and the pronoun I. L.K.2a

Recognize and name end punctuation. L.K.2b

Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2c

Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.2d

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.4

Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). L.K.4a

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.4b

With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. L.K.5a

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5b

Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.5c

Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. L.K.5d

Use words and phrases acquired through conversations, reading and being read to, and responding to texts. L.K.6

Essential Questions

- Can you explain what the plot, characters and setting of a story are?
- What are the differences between fiction and non-fiction books?
- Can you write clear letters of the alphabet to create labels and captions?
- Can you hear and see the rhyming words in a poem?
- Can you predict what will happen next in a story?

- Can you identify characters and sequence events?
- Can you explain what a recipe is and how we use it?
- Can you use simple punctuation and contraction words in writing?
- Can you break words down into syllables and individual sounds in order to read them?

Stage 2 – Assessment Evidence

Assessment Tasks

- Retell a story using props, expressive voices, and physical movement
- To begin to write simple phrases and then sentences using punctuation, correct spacing and phonetic spellings.
- Identify and use rhyming words in writing
- Plan and write a story using storyboards and story maps, revising plot, characters and setting.

Stage 3 – Learning Plan

Learning Activities

- Understand learning objectives for each lesson
- Research the author/s of the stories/poems and be aware of other stories by them.
- Read, discuss, analyze and recite/perform drama sketches based on poem/story, setting and characters
- Use the language learned from the story to build a class vocabulary bank of story words and use repeatedly in speaking and writing.
- Create story/poem plans, illustrations and oral presentations/dramas, as well as written work.
- Summarize the story using storyboards and story maps; – beginning, middle, end.

Resources

- *Tyrannosaurus Drip* by Julia Donaldson
- Other fiction and non-fiction texts on Dinosaurs
- *The Enormous Turnip, The Gingerbread Man, Cinderella*, and other tales
- Recipe book/recipes printed from internet

Subject: English Language Arts

Trimester 2

Grade Level: KG

Unit Topics and Key Texts: Plants based on different versions of Jack and the Beanstalk and information texts on plant growth

Julia Donaldson based on a range of her stories

Unit Lengths: 6 Weeks + 6 Weeks

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Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1a

Continue a conversation through multiple exchanges. SL.K.1b

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.2

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.3

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.4

Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.5

Speak audibly and express thoughts, feelings, and ideas clearly. SL.K.6

Language Standards

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1

Print many upper- and lowercase letters. L.K.1

Use frequently occurring nouns and verbs. L.K.1b

Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.K.1c

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1d

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.K.1e

Produce and expand complete sentences in shared language activities. L.K.1f

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.2

Capitalize the first word in a sentence and the pronoun I. L.K.2a

Recognize and name end punctuation. L.K.2b

Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2c

Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.2d

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.4

Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). L.K.4a

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.4b

With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. L.K.5a

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5b

Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.5c

Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. L.K.5d

Use words and phrases acquired through conversations, reading and being read to, and responding to texts. L.K.6

Essential Questions

- Can you give an opinion about a character’s actions and begin to see events from another character’s viewpoint? (Jack and Giant/Mother)
- Can you point out useful information in non-fiction texts
- Can you use the past tense (-ed ending) to describe your own actions (recounts on seed growth)
- Can you use your senses to describe plants?
- Can you write about your own experiences in greater detail?
- Can you use *and* to join sentences?
- Can you reread your own writing?
- Can you talk about the significance of the author? (Julia Donaldson) The Illustrator? (Axel Scheffler and others) How different would a book be with different or no illustrations?
- Can you recite some rhymes with drama and puppets, adding percussion to emphasize the rhyme?

Stage 2 – Assessment Evidence

Assessment Tasks

- Retell a story using puppets, drama and percussion instruments
- To write sentences using past tense, and plurals –s and -es.
- To continue to identify and use rhyming words in writing
- To write a seed diary/plant growth recount
- To write stories using text and images
- To confidently express their opinions on books in book reviews.

Stage 3 – Learning Plan

Learning Activities

- Understand learning objectives for each lesson
- Read, discuss, analyze and recite/perform drama sketches based on poems & stories

- Use language from texts and discussions to write stories and pieces expressing personal opinions.
- Research the author/s of the stories/poems and be aware of other stories by them.
- Search for appropriate information to write simple biographies.

Resources

- Different versions of *Jack and the Beanstalk* traditional tale
- A selection of age-appropriate information texts on plant growth
- A range of books by Julia Donaldson including *The Gruffalo*, *The Snail and the Whale*, *Room on the Broom*, *The Highway Rat*, and others.

Subject: English Language Arts

Trimester 3

Grade Level: KG

Unit Topics and Key Texts: Animals based on *Handa's Surprise* by Eileen Browne
Sea and Coast based on *The Lighthouse Keeper's Lunch* by Ronda and David Armitage and *The Rainbow Fish* by Marcus Pfister

Unit Lengths: 6 Weeks + 6 Weeks

Stage 1 – Learning Outcomes

Common Core Domains Students will:-

Reading Standards

Key Ideas and Details

With prompting and support, ask and answer questions about key details in a text. RL.K.1

With prompting and support, retell familiar stories, including key details. RL.K.2

With prompting and support, identify characters, settings, and major events in a story. RL.K.3

Craft and Structure

Ask and answer questions about unknown words in a text. RL.K.4

Recognize common types of texts (e.g., storybooks, poems). RL.K.5

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.6

Integration of Knowledge and Ideas

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.7

(RL.K.8 not applicable to literature)

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9

Range of Reading and Level of Text Complexity

Actively engage in group reading activities with purpose and understanding. RL.K.10

Informational Texts

Key Ideas and Details

With prompting and support, ask and answer questions about key details in a text. RI.K.1

With prompting and support, identify the main topic and retell key details of a text. RI.K.2

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.3

Craft and Structure

With prompting and support, ask and answer questions about unknown words in a text. RI.K.4

Identify the front cover, back cover, and title page of a book. RI.K.5

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.6

Integration of Knowledge and Ideas

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.7

With prompting and support, identify the reasons an author gives to support points in a text. RI.K.8

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.9

Range of Reading and Level of Text Complexity

Actively engage in group reading activities with purpose and understanding. RI.K.10

Foundational Skills

Print Concepts

Demonstrate understanding of the organization and basic features of print. RF.K.1

Follow words from left to right, top to bottom, and page by page. RF.K.1a

Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1b

Understand that words are separated by spaces in print. RF.K.1c

Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1d

Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2

Recognize and produce rhyming words. RF.K.2a

Count, pronounce, blend, and segment syllables in spoken words. RF.K.2b

Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2c

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2d

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.2e

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3b

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3c

Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.3d

Fluency

Read emergent-reader texts with purpose and understanding. RF.K.4

Writing Standards

Text Types and Purposes

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). W.K.1

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. W.K.2

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. W.K.3

Production and Distribution of Writing

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.5

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.6

Research to Build and Present Knowledge

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.7

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8

Speaking and Listening Standards

Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1a

Continue a conversation through multiple exchanges. SL.K.1b

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Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.3

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Capitalize the first word in a sentence and the pronoun I. L.K.2a

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Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.5c

Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. L.K.5d

Use words and phrases acquired through conversations, reading and being read to, and responding to texts. L.K.6

Essential Questions

- Can you sequence a plot in order of events?
- Can you research fiction and non-fiction books and use new vocabulary in your writing?
- Can you use adjectives to describe animal/characters' traits?
- Can you use past and present tenses and plurals in writing?
- Can you classify and write about members of the animal kingdom?
- Can you create rhyming strings of words and use some to write poetry?
- Can you order and write the days of the week?

Stage 2 – Assessment Evidence

Assessment Tasks

- To write the days of the week in the correct order
- To reread own work more accurately and correct initial errors.
- To adapt a well-known story and use ideas from poems and rhyming words in their own poetry.
- To describe and write in own words about animals and their characteristics.

Stage 3 – Learning Plan

Learning Activities

- Understand learning objectives for each lesson
- Read, discuss, analyze and recite/perform drama sketches based on poems & stories
- Plan and write a weekly menu list for each day of the week
- To find out more about islands and lighthouses and the people that live on them.
- To discuss and write about ways in which we are all similar and different.

Resources

- *Handa's Surprise* by Eileen Browne
- Non-fiction texts on Africa and African animals
- Globe, maps, atlases, percussion instruments, books and poetry on animals, model animals
- *The Lighthouse Keeper's Lunch* by Eileen Browne
- *The Rainbow Fish* by Marcus Pfister



Subject: Mathematics

Trimester 1

Grade Level: KG

Unit Topics: Everyday Math Units 1-3

Unit Lengths: Approx. 4 weeks / unit

Stage 1 – Learning Outcomes

Common Core Domains

Counting and Cardinality K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Count to tell the number of objects.
- 4a. Understand the relationship between numbers and quantities; connect counting to cardinality. a. 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.
- 4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- 4c. Understand that each successive number name refers to a quantity that is one larger.
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.

Compare numbers.

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, e.g., by using matching and counting strategies.
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5. Include groups with up to ten objects.

Number and Operations in Base Ten K.NBT

Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
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.

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

Stage 2 – Assessment Evidence

Assessment Tasks

- End of Unit Reviews – Units 1, 2, 3
- End of Unit Math Projects
- End of Year Review
- Oral questioning in daily classes
- Daily lesson observations and reflections on teaching and learning
- IXL weekly Analytics

Stage 3 – Learning Plan

Learning Activities

- To introduce materials that will be used throughout the year and develop counting skills and

- To introduce the idea of patterns through multi-sensory activities and games
- To build familiarity with the numbers 1-10 and introduce sorting by attributes
- To introduce graphing through age/birthday graphs and volume through sand and water play
- To explore measurement by comparing lengths
- To explore 2-dimensional shapes and combinations of shapes
- To reinforce spatial relations vocabulary and concepts
- To introduce concept of symmetry
- To develop understanding of teen numbers, counting and numeral recognition skills
- To lay groundwork for number writing through tactile and kinesthetic activities
- To introduce estimation and number stories
- To continue patterning, graphing, and measurement comparison activities
- To introduce the concepts of addition and subtraction through concrete activities
- To introduce number writing, skip counting by tens, the pan balance, the basic language of probability and non-standard measuring tools and units for measuring length
- To reinforce and extend counting, numeral recognition and number comparison skills
- To continue shape recognition, patterning, and graphing activities
- To continue estimation and number story activities

Resources

- **Everyday Math** Resource boxes, Workbooks, Masters, Assessment and Lesson Guides
- Additional resources for measuring weight and length, time and temperature; counters, dice and money

Subject: Mathematics

Trimester 2

Grade Level: KG

Unit Topics: Everyday Math Units 4-6

Unit Lengths: Approx. 4 weeks / unit

Stage 1 – Learning Outcomes

Common Core Domains

Counting and Cardinality K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Count to tell the number of objects.
- 4a. Understand the relationship between numbers and quantities; connect counting to cardinality. a. 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.
- 4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- 4c. Understand that each successive number name refers to a quantity that is one larger.
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.

Compare numbers.

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, e.g., by using matching and counting strategies.

7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

2. Solve addition and subtraction word problems.

3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

5. Fluently add and subtract within 5. Include groups with up to ten objects.

Number and Operations in Base Ten K.NBT

Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

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.

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

2. Correctly name shapes regardless of their orientations or overall size.

3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

Stage 2 – Assessment Evidence

Assessment Tasks

- End of Unit Reviews – Units 4, 5, 6
- End of Unit Math Projects
- End of Year Review

- Oral questioning in daily classes
- Daily lesson observations and reflections on teaching and learning
- IXL weekly Analytics

Stage 3 – Learning Plan

Learning Activities

- To introduce addition and subtraction symbols and terminology through number stories and concrete experiences
- To introduce calculators, attribute blocks and ‘*What’s My Rule?*’ Fishing game activities
- To continue patterning activities using pattern blocks
- To continue exploring 2-dimensional shapes and symmetry
- To reinforce and extending counting, numeral recognition and number-writing skills
- To reinforce number sequencing and number comparison skills
- To continue graphing, measuring, patterning, estimation and probability
- To introduce standard measurement tools and units
- To reinforce the meanings of addition and subtraction and the use of symbols to write number models for addition and subtraction number stories
- To develop awareness of equivalent names for numbers
- To introduce the concept of making exchanges, the Class Number Grid, skip counting by 5s and tally marks
- To introduce nickels, dimes and coin exchanges
- To introduce 3-dimensional shapes and review 2D shapes and symmetry
- To explore various ways to measure and compare time
- To extend patterning skills to include presenting patterns with symbols
- To introduce counting by 2s and the concept of a half
- To develop strategies for solving simple addition and subtraction problems, including joining, take-away and comparison situations

Resources

- **Everyday Math** Resource boxes, Workbooks, Masters, Assessment and Lesson Guides
- Additional resources for measuring weight and length, time and temperature; counters, dice and money

Subject: Mathematics

Trimester 3

Grade Level: KG

Unit Topics: Everyday Math Units 7 & 8 + Review

Unit Lengths: Approx. 4 weeks / unit

Stage 1 – Learning Outcomes

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Counting and Cardinality K.CC

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- 4a. Understand the relationship between numbers and quantities; connect counting to cardinality. a. 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.
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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.
- Compare numbers.
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, e.g., by using matching and counting strategies.
7. Compare two numbers between 1 and 10 presented as written numerals.

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Stage 2 – Assessment Evidence

Assessment Tasks

- End of Unit Reviews – Units 7 & 8
- End of Unit Math Projects
- End of Year Review
- Oral questioning in daily classes
- Daily lesson observations and reflections on teaching and learning
- IXL weekly Analytics

Stage 3 – Learning Plan

Learning Activities

- To introduce the concept of 10s and 1s and place value using concrete materials
- To introduce name collections through continued exploration of equivalent names for numbers
- To introduce quarters and reinforce knowledge of other coins
- To reinforce addition and subtraction skills and the use of number sentences to model addition and subtraction number stories
- To extend data collection and graphing skills
- To continue to explore ‘*What’s My Rule?*’ activities with sorting and patterning
- To reinforce and extend counting, estimation, and other numeration skills
- To introduce the use of the hour hand to estimate time on an analog clock. The concept of minutes, Function Machines and function rules
- To continue to explore place value concepts and equivalent names for numbers
- To introduce the \$1 and \$10 bills and reinforce coin names, values and exchanges
- To introduce ‘missing number’ problems and reinforce the use of number models for addition and subtraction stories and situations
- To continue activities with 2D and 3D shapes, graphing and measurement activities
- To reinforce and extend counting, estimation, and other numeration skills

Resources

- **Everyday Math** Resource boxes, Workbooks, Masters, Assessment and Lesson Guides
- Additional resources for measuring weight and length, time and temperature; counters, dice and money

Kindergarten **Science** and **Social Studies** taught through the topic-based Curriculum of Pre-K and KG Knowledge and Exploration of the World:

Trimester 1: **Water, Water, Everywhere!**

Trimester 2: **Plants and Animals**

Trimester 3: **Heroes and Adventurers**

