

KINDERGARTEN SYLLABUS

Cassie Ingram (D006), Shannon Land (D005), Marguerite Lavigne (D009), Leslie Moore (D008), Sheila Robinson (D010), Lindsey Sox (D004)

Grade Level Standards

Kindergarten standards can be accessed on the South Carolina State Department of Education's website <http://eoc.sc.gov/informationforfamilies/FamilyFriendlyStandards.htm>. As an overview, we will be working on many different concepts in all subjects. In language arts, some concepts that will be taught through the year are rhyming words, story elements, letters, letter sounds, print concepts, responding to books in appropriate ways such as drawing a picture, answering questions, and acting out the story. In math, students will learn how to count, sort, group, graph, tell time, measure, identify money, add, and subtract. In science, students will learn about seasons, weather, properties of matter, senses, and characteristics of organisms. In social studies, student will learn about rules, citizenship, families now and in the past, the community, maps, and important American figures and symbols.

Schedules

Mrs. Ingram's and Mrs. Vaughn's Class Schedule

7:45-8:00	Unpack, Sharpen Pencils, Lunch Choice, and Begin Morning Work	Individual
8:00-8:05	Morning News	Whole Group
8:05-8:30	Everyday Counts Calendar Math and Morning Message	Whole Group
8:30-9:05	Saxon Phonics, RTI, Snack	Whole Group
9:10-9:55	Related Arts	
10:00-10:35	Reading	Whole Group
10:35-10:40	Music and Movement	Whole Group

10:40-11:10	Math	Whole Group
11:10-11:30	Writing	Whole Group
11:30-12:25	Reading/Math/Writing /Restroom, Wash Hands	Centers and Teachers working with tables
12:25-12:35	Clean up, meet on carpet, add words to Circle map	
12:35-1:00	Lunch	Whole Group
1:05-1:25	Recess or Physical Activity	Whole Group
1:30-1:35	Water	Individual
1:35-2:00	Science/Social Studies	Whole Group
2:00-2:15	Review Day, Clean Up, Pack Up, Get Duck Bucks for Behavior	Individual
2:15-2:25	DEAR Time: Drop Everything And Read	Whole Group/Individual
2:25	Line Up	
2:30	Dismissal	
Related Arts 9:10-9:55		
Monday	Computer Lab (1:20-2:05)	
Tuesday	P.E.	
Wednesday	Music	
Thursday	Library	
Friday	Art	

Mrs. Land's & Mrs. Clay's Class Schedule

Time	Activity	Location
------	----------	----------

7:45-8:00	Unpack, Sharpen Pencils, Lunch Choice, and Begin Morning Work	Individual
8:00-8:05	Morning News	Whole Group Time on Carpet
8:05-8:25	Everyday Counts Calendar Math	Whole Group Time on Carpet
8:25-8:30	Morning Message	Whole Group Time on Carpet
8:30-9:05	Saxon Phonics, RTI, & Snack	Whole Group Time on Carpet
9:10-9:55	Related Arts	•
10:00-10:30	Math	Whole Group
10:30-10:35	Music & Movement	Whole Group Time
10:35-11:10	Reading	Whole Group
11:10-11:30	Writing	Whole Group
11:30-12:20	Math, Reading, Writing	Small Group with Teachers and Centers
12:20-12:25	Restroom, Wash Hands, & Teacher Read Alouds	Whole Group Time on Carpet
12:30-12:55	Lunch	Cafeteria-Line 2 & Table 8
1:00-1:20	Physical Activity	Playground or Classroom
1:25-1:30	Water	•
1:30-2:00	Science/Social Studies	Whole Group & Small Group
2:00-2:15	Dear Time-Drop Everything And Read	Individual
2:15-2:25	Review Day, Clean Up, Pack Up, Get Eagle Bucks for Behavior	Whole Group & Centers-Friday-Students Go Shopping With Eagle Bucks
2:25	Line Up Bus Riders	•
2:30	Dismissal	•

Related Arts Schedule

Day	Specialty Area
Monday 9:10-9:55	Music with Mrs. Bagwell
Tuesday 9:10-9:55	Art with Miss Crowell
Wednesday 11:00-11:45	Compass Learning Laptop Lab
Thursday 9:10-9:55	PE with Mrs. Balak
Friday 9:10-9:55	Library/Media Center with Mrs. Arrowood

Mrs. Lavigne and Mrs. Jones
Ms. Sox and Mrs. Evans

7:45-8:00	Unpack, lunch count, attendance, introduce and begin morning work
8:00-8:10	Morning News Show
8:15-8:30	Calendar Math, Weather, Morning Message
8:30-9:00	RTI/Saxon Phonics
9:10-9:55	Related Arts Tu - P.E. W - Music (Mrs. Matthews) Th - Art (Ms. Crowell) M - Computer Lab F - Library
11:00-11:45	
10:00-10:10	Snack/Restroom
10:10-10:50	Reading
10:50-11:00	Music and Movement
11:00-11:40	Math
11:40-12:10	Writing/Centers
12:10-12:20	Restroom, Read Aloud
12:25-12:50	Lunch
12:55-1:15	Recess
1:20-1:35	DEAR (drop everything and read)
1:40-2:15	Science/Social Studies
2:15-2:25	Prepare for Dismissal
2:30	Dismissal

•	** Social Skills Lessons will be taught throughout the day as needed.
---	--

Mrs. Moore's and Mrs. Kelley's DAILY SCHEDULE

8:00-8:15-Morning Work/Morning Show/Attendance/Lunch Count

8:30-9:00-AIMs Web/Phonics Review/Calendar/Weather/Morning Message

9:10-9:55-Related Arts

10:00-10:15-Snack/Bathroom

10:15-10:40-Saxon Phonics

10:45-11:10-Reading

11:15-11:35-Math

11:40-12:05-Science/Social Studies

12:10-12:25-Centers

12:30-12:55-Lunch

1:00-1:25-Recess

1:30-1:45-Writing

1:50-2:15-DEAR Time

Mrs. Robinson's & Mrs. Self's Daily Schedule

- 7:45 - 8:00 Unpack, Sharpen pencils, Morning work,
Lunch choice, Attendance
- 8:00 - 8:10 Morning Show/ Review Morning work
- 8:10 - 8:25 EDC Calendar Math
- 8:30 - 9:00 RTI & Saxon Phonics
- 9:10 - 9:55 Related Arts
- 10:00 - 10:40 Math
- 10:40 - 10:45 Movement & Music
- 10:45 - 11:35 Reading
- 11:35 - 12:20 Writing
- 12:20 - 12:30 Restroom, Wash, & Teacher read aloud
- 12:35 - 1:00 Lunch (Line 2, Table 6)
- 1:05 - 1:25 Recess
- 1:25 - 1:30 Water
- 1:30 - 2:00 Science / Social Studies
- 2:00 - 2:15 DEAR Time (Drop Everything And Read)
- 2:15 - 2:25 Review Day, Clean up, Pack up, Pass out Monkey money
- 2:25 Line up bus riders
- 2:30 Dismissal

Related Arts Schedule

Monday- Library (Mrs. Arrowood)

Tuesday - Music (Mrs. Matthews) & Computer (10:05-10:50)

Wednesday- P.E. (Mrs. Williams)

Thursday - Art (Mrs. Wolfe)

Friday -

Language Arts

Through out the year in language arts, we will address the following standards:

- Recognize and name all upper and lowercase letters of the alphabet in their order in the alphabet (K3.13)
- Use upper and lowercase letter (K4.9)
- Recognize high frequency words (K3.4)
- Begin to spell high frequency words (K3.17, 4.5)
- Create rhyming words (K3.9)
- Blend sounds to make words (K3.16)
- Use appropriate letter formation when printing (K4.10)
- Read independently for pleasure (K1.11)
- Use complete sentences when orally communicating with others (K6.4)
- Understand that a person's name is a proper name (K4.6)
- Use letters and relationships to sounds to write words (K4.4)
- Identify sounds orally by segmenting words (K4.11)
- Use symbols (drawings, letters, and words) to create written pieces (K5.4)



TIME FRAME	ASSESSMENT	UNIT OF STUDY	STANDARDS
August - September	<ul style="list-style-type: none"> ▪ Teacher observation ▪ Independent work ▪ Journals ▪ Emerging Literacy Survey 	Rhyming Words/Beginning Sound Previewing ABC's "Crazy Color Creature Book" Nursery Rhymes/Mother Goose: <i>Students will begin to hear rhyming words.</i>	<ul style="list-style-type: none"> ▪ Recognize and create rhyming words with an oral prompt (K3.9) ▪ Follow one and two-step directions (K6.5) ▪ Classify words by category and sounds (K3.15) ▪ Use appropriate voice level and complete sentences in oral communication (K3.7) ▪ Create responses to literary text through a variety of methods (K1.8)

	<ul style="list-style-type: none"> ▪ AIMSweb Testing (RIT) ▪ Predictable Charts ▪ Thinking Maps ▪ Rigby Benchmark 	<p><i>Phonics Letter Emphasis: Introduce a letter a day for 26 days and then begin Saxon Phonics. L, O, G, H</i></p> <p>High Frequency Words: Sept. week 1-I, see week 2- a, like week 3-my, to week 4-and, go Theme 1-Look At Us!</p> <p>Writing: Personal Narrative-focus on picture details: character, setting, event (and try to sound out words in sentences.)</p>	<ul style="list-style-type: none"> ▪ Use oral rhymes, poems, and songs to build fluency. (K3.6) ▪ Match consonant and short-vowel sounds to the appropriate letters. (K3.12) ▪ Distinguish between letters and words (K3.23) ▪ Use drawings, letters, or words to create descriptions of personal experiences, people, places, or things (K5.3) ▪ Discuss how the authors choice of words affects the meaning of the text: uses yell rather than said (K1.6)
<p>October</p> <p>October Continued</p>	<ul style="list-style-type: none"> ▪ Teacher observation ▪ Independent work ▪ Journals ▪ Emerging Literacy Survey ▪ AIMSweb Testing (RIT) ▪ Predictable Charts ▪ Thinking Maps ▪ Rigby Benchmark 	<p>Beginning Consonant Sounds Words in Oral Sentences</p> <p><i>Phonics Letter Emphasis: T, P, A, N</i></p> <p>High Frequency Words: Oct. week 1-the, is week 2 & 3-he, she, me week 4-we, be, me Theme 2-Colors All Around Theme 3-We're A Family (Weeks 1 & 2)</p> <p>Writing: Personal Narrative-focus on picture details: character, setting, event, and write sounds of words in sentences.</p>	<ul style="list-style-type: none"> ▪ Know the parts of a book: front and back cover, title, and authors name (K3.21) ▪ Use pictures and words to make predictions regarding a story (K1.2) ▪ Retell stories that identifies the characters, setting and sequence important events (K1.5) ▪ Recognize environmental print: school, road signs, restaurants, stores and logos (K3.20) ▪ Generate ideas for writing: conversations and looking at pictures (K4.1) ▪ Generate complete sentences orally (K4.2)
November	<ul style="list-style-type: none"> ▪ Teacher observation ▪ Independent work 	<p>Rhyming Patterns/Word Families</p> <p><i>Phonics Letter Emphasis: M, I, S</i></p>	<ul style="list-style-type: none"> ▪ Use prior knowledge and life experiences to construct meaning from texts (K3.19) ▪ Carry out left to right and top to bottom directionality on the printed page (K3.22)

	<ul style="list-style-type: none"> ▪ Journals ▪ Emerging Literacy Survey ▪ AIMSweb Testing (RIT) ▪ Predictable Charts ▪ Thinking Maps ▪ Rigby Benchmark 	<p>High Frequency Words: Nov. week 1-can, an week 2-come, you week 3-play, want</p> <p>Theme 3 We're A Family (week 3) Theme 4-Friends Together (weeks 1 & 2)</p> <p>Writing: Informational Descriptive- Focus on pictures with details (character, setting, event) and sound out words in sentences.</p>	<ul style="list-style-type: none"> ▪ Summarize the central idea and details from informational texts (K2.1) ▪ Use relevant details in summarizing stories read aloud (K1.7) ▪ Use pictures, letters, or words to tell a story from beginning to end (K4.3) ▪ Retell stories that identifies the characters, setting and sequence important events (K1.5) ▪ Use symbols (drawings, letters, and words) to create written communications to inform a specific audience (K5.1) ▪ Use symbols (drawings, letters, and words) to create descriptions of personal experiences, places, people, or things (K5.3)
December	<ul style="list-style-type: none"> ▪ Teacher observation ▪ Independent work ▪ Journals ▪ Emerging Literacy Survey ▪ AIMSweb Testing (RIT) ▪ Predictable Charts ▪ Thinking Maps ▪ Rigby Benchmark 	<p>Rhyming Patterns/Word Families/Blending Sounds</p> <p><i>Phonics Letter Emphasis: F, R, K</i></p> <p>High Frequency Words: Dec. week 1-yes, no week 2-look, at week 3-review all words</p> <p>Theme 4-Friends Together (week 3) Theme 5-Let's Count (weeks 1 & 2)</p> <p>Writing: Informational Descriptive- Focus on pictures with details (character, setting, event) and sound out words in sentences.</p>	<ul style="list-style-type: none"> ▪ Use beginning sounds, ending sounds, and onsets and rimes to generate words orally (K3.8) ▪ Identify the beginning and ending letter/sounds in words (K3.14) ▪ Create words by orally adding, deleting, or changing sounds (K3.10) ▪ Use symbols to create written communication to inform a specific audience (K5.1) ▪ Recognize that information can be found in print and non-print sources (K6.2) ▪ Understand graphic features: illustrations and graphs (K2.6) ▪ Use symbols (drawings, letters, and words) to create written communications to inform a specific audience (K5.1) ▪ Use symbols (drawings, letters, and words) to create descriptions of personal experiences, places, people, or things (K5.3)
January	<ul style="list-style-type: none"> ▪ Teacher observation ▪ Independent work ▪ Journals ▪ Emerging Literacy Survey ▪ AIMSweb 	<p>Blending Sounds/Segmenting Words</p> <p><i>Phonics Letter Emphasis: B, U, Z, C</i></p> <p>High Frequency Words: Jan. week 1-on, off week 2-said, am week 3-it, in, not</p>	<ul style="list-style-type: none"> ▪ Understand that a narrator tells the story (K1.3) ▪ Recall the characteristics of fantasy (K1.9) ▪ Create responses to informational texts through a variety of methods: drawings, written works, and oral presentations (K2.4) ▪ Recognize tables of contents (K2.7) ▪ Create responses to literary texts through a variety of methods: writing drawing pictures, creative dramatics, and conversing with others (K1.8)

	<ul style="list-style-type: none"> ▪ Testing (RIT) ▪ Predictable Charts ▪ Thinking Maps ▪ Rigby Benchmark 	<p>Theme 5-Let's Count (week 3) Theme 6-Sunshine and Raindrops</p> <p>Writing: Expository-Focus on sentences and pictures are become less focused with instruction.</p>	<ul style="list-style-type: none"> ▪ Identify sounds orally by segmenting words (K4.11)
February	<ul style="list-style-type: none"> ▪ Teacher observation ▪ Independent work ▪ Journals ▪ Emerging Literacy Survey ▪ AIMSweb Testing (RIT) ▪ Predictable Charts ▪ Thinking Maps ▪ Rigby Benchmark 	<p><i>Phonics Letter Emphasis: E, Y, D, V</i></p> <p>High Frequency Words: Feb. week 1-for, have week 2-are, will week 3-up, down</p> <p>Theme 7-Wheels Go Around Theme 8-Down On the Farm (week1)</p> <p>Writing: Expository-Focus on pictures with details (character, setting, event) and sound out words in sentences.</p>	<ul style="list-style-type: none"> ▪ Explain the cause of an event described in a text/story read aloud (K1.10, 2.8) ▪ Use pictures and context to construct the meaning of unfamiliar words in texts read aloud (K3.1) ▪ Use vocabulary acquired from a variety of sources: including conversations, texts read-aloud, and the media (K3.3) ▪ Understand that multiple small words can make compound words (K3.5) ▪ Generate how and why questions about a topic of interest (K6.1)
March	<ul style="list-style-type: none"> ▪ Teacher observation ▪ Independent work ▪ Journals ▪ Emerging Literacy Survey ▪ AIMSweb Testing (RIT) ▪ Predictable Charts ▪ Thinking Maps ▪ Rigby Benchmark 	<p><i>Phonics Letter Emphasis: J, W, Q</i></p> <p>High Frequency Word: Mar, week 1-has, had week 2-big, little week 3-did, of</p> <p>Theme 8-Down On the Farm (weeks 2 & 3) Theme 9-Spring Is Here (weeks 1 & 2)</p> <p>Writing: Expository-Focus on pictures with details (character, setting, event) and sound out words in sentences. Incorporate Thinking</p>	<ul style="list-style-type: none"> ▪ Retell a story that identifies the characters and setting (K1.5) ▪ Blend sounds to make words orally (K3.11) ▪ Create a different form of a familiar word by adding an <i>-s</i> or <i>-ing</i> ending (K3.2) ▪ Use symbols to create written pieces to entertain others (K5.4) ▪ Find facts in texts read aloud (K2.3) ▪ Edit writing with teacher support (K4.7)

		Maps into Writing.	
April	<ul style="list-style-type: none"> ▪ Teacher observation ▪ Independent work ▪ Journals ▪ Emerging Literacy Survey ▪ AIMSweb Testing (RIT) ▪ Predictable Charts ▪ Thinking Maps ▪ Rigby Benchmark 	<p style="text-align: center;"><i>Phonics Letter Emphasis:</i></p> <p style="text-align: center;"><i>Letter Review</i></p> <p style="text-align: center;">High Frequency Words: Apr. week 1-with week 2-review all words week 3-review all words</p> <p style="text-align: center;">Theme 9-Spring Is Here (week 3) Theme 10-A World of Animals</p> <p style="text-align: center;">Writing: Attempt Expository for Research-Primary focus on sentence structure and picture has less focus. Incorporate Thinking Maps into writing.</p>	<ul style="list-style-type: none"> ▪ Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud. (K1.4) ▪ Read independently to gain information (K2.9) ▪ Understand that headings and print styles (e.g., italics, bold, larger type) provide information to the reader (K2.5) ▪ Classify information by constructing categories such as living and nonliving things (K6.3) ▪ Revise writing with teacher support (K4.8)
May	<ul style="list-style-type: none"> ▪ Teacher observation ▪ Independent work ▪ Journals ▪ Emerging Literacy Survey ▪ AIMSweb Testing (RIT) ▪ Predictable Charts ▪ Thinking Maps ▪ Rigby Benchmark 	<p style="text-align: center;"><i>Phonics Letter Emphasis: Letter Review</i></p> <p style="text-align: center;"><i>Short Vowels</i></p> <p style="text-align: center;">High Frequency Words: Review All</p> <p style="text-align: center;">Starfall Reading</p> <p style="text-align: center;">Introduction to Word Families</p> <p style="text-align: center;">Writing-Review all personal narrative, informational descriptive, expository and persuasive. Incorporate Thinking Maps into writing.</p>	<ul style="list-style-type: none"> ▪ Use prior knowledge and life experiences to construct meaning from texts (K3.19) ▪ Summarize the main idea and details in literary texts (K1.1) ▪ Analyze text in classroom discussion to make inferences (K2.2) ▪ Use letters and relationships to sounds to write words (K3.18) ▪ Use symbols to create narratives about people, places or things (K5.2) ▪ Use symbols to create written communication to inform a specific audience (K5.1) ▪ Create responses to literary text through a variety of methods (K1.8) ▪ Use pictures and words to make predictions about a story read aloud (K1.2) ▪ Discuss how the authors choice of words affects the meaning of the text: uses yell rather than said (K1.6)

Math

Through out the year in math, we will address the following standards:

- *Apply substantive mathematical problem-solving strategies (K-1.1)*
- *Generate conjectures and exchange mathematical ideas (K-1.2)*
- *Explain and justify answers to simple problems (K-1.3)*
- *Analyze patterns by reasoning systematically (K-1.4)*
- *Generalize mathematical concepts (K-1.5)*
- *Use a variety of forms of mathematical communication (K-1.6)*
- *Generalize connections among mathematics, the environment, and other subjects (K-1.7)*
- *Use multiple informal representations to convey mathematical ideas (K-1.8)*
- *Recall numbers, counting forward through 99 and backward from 10 (K-2.1)*
- *Identify simple repeating and growing relationships to extend patterns (K-3.2)*
- *Use a calendar to identify dates, days of the week, and months of the year (K-5.7)*
- *Recall equivalencies associated with time: 7 days=1week and 12 months=1 year (K-5.8)*

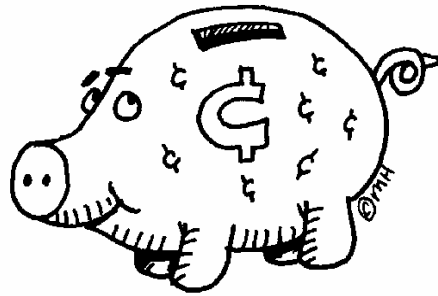
TIMEFRAME	ASSESSMENT	UNIT OF STUDY	STANDARDS
August 16- September 1 10 Days		Color Words Crazy Color Creatures	<ul style="list-style-type: none"> ▪ Classify objects according to one or more attributes such as color, size, shape, and thickness (K-3.4)
September 7-20 10 Days total	Math Connects Chapter 1: Compare & Sort Objects 7 Lessons in Chp.1 2 Teacher Created Extension Activity 1 Review Days Chapter 1 Review, Test, Spiral Review, Mid-Chapter Review, & Pass Practice	Compare & Sort	<ul style="list-style-type: none"> ▪ Represent two-dimensional geometric shapes (K-4.2) ▪ Identify the two-dimensional shapes square, circle, triangle, and rectangle (K-4.1)-introduced & reviewed at group time in EDCCM ▪ Use the directional words left and right to describe movement (K-4.4) ▪ Classify objects according to one or more attributes such as color, size, shape, and thickness (K-3.4)

<p>September 21-27</p> <p>5 Days</p>	<p>Math Connects Chapter 3: Positions & Patterns</p> <p>3 Lessons in Text 1 Teacher Made Lesson 1 Review Day</p> <p>Chapter: Review, Test, Spiral Review, Mid-Chapter Review, & Pass Practice</p>	<p>Positional & Directional Words</p>	<ul style="list-style-type: none"> ▪ Use positional words near, far, below, above, beside, next to, across from, and between to describe the location of an object (K-4.3)
<p>September 28-October 13</p> <p>12 Days</p>	<p>Math Connects Chapter 3: Positions & Patterns</p> <p>5 Lessons in text 4 Extension Lessons 3 Review Day</p> <p>Chapter: Review, Test, Spiral Review, Mid-Chapter Review, & Pass Practice</p>	<p>Patterning</p>	<ul style="list-style-type: none"> ▪ Identify simple growing patterns (K-3.1) ▪ Analyze simple repeating and growing relationships to extend patterns (K-3.2) ▪ Translate simple repeating and growing patterns into rules (K-3.3) ▪ Analyze patterns by reasoning systematically (K-1.4)
<p>October 18-November 16</p> <p>21 Days</p>	<p>Math Connects Chapter 2 & 4 : Numbers 0-12</p> <p>8 Lessons in Chapter 2 2 Review Days</p> <p>9 Lesson in Chapter 4 2 Review Days</p> <p>Chapter: Review, Test, Spiral Review, Mid-Chapter Review, & Pass Practice</p>	<p>Numbers 0 - 12</p> <p>Students may need supplemental/review work on ordinal positions</p>	<ul style="list-style-type: none"> ▪ Recall numbers, counting forward through 99 and backward from 10 (K-2.1) ▪ Translate between numeral and quantity through 31 (K-2.2) ▪ Compare sets of no more than 31 objects by using the terms more than, less than, and the same as (K-2.3) ▪ Identify ordinal positions through 31st (K-2.8) ▪ Represent simple joining and separating situations through 10 (K-2.4) ▪ Analyze the magnitude of digits through 99 on the basis of their place values (K-2.6) ▪ Represent the place value of each digit in a two-digit whole number (K-2.7)
<p>November 16-December 3</p> <p>10 Days</p>	<p>Math Connects Chapter 5: Graphing</p> <p>5 Lessons in Chp. 5 4 Teacher Created Extensions</p>	<p>Graphing</p>	<ul style="list-style-type: none"> ▪ Organize data in graphic displays in the form of drawings and pictures (K-6.1) ▪ Interpret data in graphic displays in the form of drawings and pictures (K-6.2)

	<p>Lessons 1 Review Days</p> <p>Chapter: Review, Test, Spiral Review, Mid-Chapter Review, & Pass Practice</p>		
<p>December 6- January 7</p> <p>15 Days</p>	<p>Math Connects Chapter 6</p> <p>9 Lessons in Chp.6 3 Teacher Created Extension Lessons 2 Review Days</p> <p>Chapter: Review, Test, Spiral Review, Mid-Chapter Review, & Pass Practice</p>	<p>Place Value: Numbers to 20</p>	<ul style="list-style-type: none"> ▪ Identify ordinal positions through 31st (K-2.8) ▪ Represent simple joining and separating situations through 10 (K-2.4) ▪ Analyze the magnitude of digits through 99 on the basis of their place values (K-2.6) ▪ Represent the place value of each digit in a two-digit whole number (K-2.7) ▪ Recall numbers, counting forward through 99 and backward from 10 (K-2.1) ▪ Translate between numeral and quantity through 31 (K-2.2) ▪ Compare sets of no more than 31 objects by using the terms more than, less than, and the same as (K-2.3)
<p>January 10-26</p> <p>11 Days</p>	<p>Math Connects Chapter: 7 Measurement</p> <p>7 Lessons in Chp.7 2 Teacher Created Extension Activities 2 Review Days</p> <p>Chapter: Review, Test, Spiral Review, Mid-Chapter Review, & Pass Practice</p>	<p>Measurement</p>	<ul style="list-style-type: none"> ▪ Compare the lengths of two objects, both directly and indirectly, to order objects according to length (K-5.2) ▪ Use nonstandard units to explore the measurement concepts of length and weight (K-5.3) ▪ Identify rulers, yardsticks, and tape measures as devices used to measure length; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature (K-5.4) ▪ Understand which measure-length, weight, time, or temperature-is appropriate for a given situation (K-5.5)
<p>January 27- February 18</p> <p>17 Days</p>	<p>Math Connects Chapter 9: Time</p> <p>7 Lessons in Chp. 9 7 Teacher Created Extension Activities 3 Review Days</p>	<p>Time</p>	<ul style="list-style-type: none"> ▪ Identify rulers, yardsticks, and tape measures as devices used to measure length; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature (K-5.4) ▪ Understand which measure-length, weight, time, or temperature-is appropriate for a given situation (K-5.5)

	Chapter: Review, Test, Spiral Review, Mid-Chapter Review, & Pass Practice		<ul style="list-style-type: none"> Use analog and digital clocks to tell time to the hour (K-5.6) Use a calendar to identify dates, days of the week, and months of the year (K-5.7) Recall equivalencies associated with time 7 days=1 week and 12 months=1 year (K-5.8)
February 22- March 1 6 Days	Teacher Created Activities Teacher Created Assessment	Money	<ul style="list-style-type: none"> Identify a penny, nickel, a dime, a quarter, and a dollar and the value of each (K-5.1)
March 2-15 10 Days	Math Connects Chapter 8: Numbers to 100 6 Lessons in Chp.8 2 Teacher Created Extension activities 2 Review Days Chapter: Review, Test, Spiral Review, Mid-Chapter Review, & Pass Practice	Numbers to 100	<ul style="list-style-type: none"> Recall numbers, counting forward through 99 and backward from 10 (K-2.1) Translate between numeral and quantity through 31 (K-2.2) Compare sets of no more than 31 objects by using the terms more than, less than, and the same as (K-2.3) Understand that addition results in increase and subtraction results in decrease (K-2.5) Analyze the magnitude of digits through 99 on the basis of their place values (K-2.6) Represent the place value of each digit in a two-digit whole number (K-2.7) Identify ordinal positions through 31st (K-2.8)
March 16-31 12 Days	Math Connects Chapter 10: Geometric Figures 8 Lessons 2 Teacher Created Extension Activities 2 Review Days Chapter: Review, Test, Spiral Review, Mid-Chapter Review, & Pass Practice	Shapes	<ul style="list-style-type: none"> Identify the two-dimensional shapes square, circle, triangle, and rectangle and the three-dimensional shapes cube, sphere, and cylinder (K-4.1) Represent two-dimensional geometric shapes (K-4.2)
April 5 -26 12 Days	Math Connects Chapter 11 Addition 9 Lessons in Chp.11	Addition	<ul style="list-style-type: none"> Represent simple joining and separating situations through 10 (K-2.4) Understand that addition results in increase and subtraction results in decrease (K-2.5) Translate between numeral and quantity through 31 (K-2.2)

	<p>1 Teacher Created Extension Activity 2 Review Days</p> <p>Chapter: Review, Test, Spiral Review, Mid-Chapter Review, & Pass Practice</p>		<ul style="list-style-type: none"> Recall numbers, counting forward through 99 and backward from 10 (K-2.1) Analyze the magnitude of digits through 99 on the basis of their place values (K-2.6)
<p>April 27- May 12</p> <p>12 Days</p>	<p>Math Connects Chapter 12 Subtraction</p> <p>10 Lessons in Chp. 12 2 Review Days</p> <p>Chapter: Review, Test, Spiral Review, Mid-Chapter Review, & Pass Practice</p>	<p>Subtraction</p>	<ul style="list-style-type: none"> Represent simple joining and separating situations through 10 (K-2.4) Understand that addition results in increase and subtraction results in decrease (K-2.5) Translate between numeral and quantity through 31 (K-2.2) Recall numbers, counting forward through 99 and backward from 10 (K-2.1) Analyze the magnitude of digits through 99 on the basis of their place values (K-2.6)



Science

The Science curriculum is designed to reinforce process skills and promote opportunities for scientific inquiry through the study of designated topics. The process skills and inquiries listed below are embedded in the Science curriculum, and frequent opportunities for application are offered throughout the units of study.

- Identify observed objects or events by using the senses.
- Use tools (including magnifiers and eyedroppers) safely, accurately, and appropriately when gathering specific data.
- Predict and explain information or events based on observation or previous experience.
- Compare objects by using nonstandard units of measurement.
- Use appropriate safety procedures when conducting investigations.

TIMEFRAME	ASSESSMENT	UNIT OF STUDY	STANDARDS
October 4-19 10 days	Student will bring an object from home and will describe object based on rubric characteristics	Exploring Matter	<ul style="list-style-type: none"> ▪ Classify objects by observable properties (including size, color, shape, magnetic attraction, heaviness, texture, and the ability to float on water). (K5.1) ▪ Compare the properties of different types of materials (including wood, plastic, metal, cloth, and paper) from which objects are made. (K5.2)
September 21-27 January 3-7 March 14-18 May 16-20 20 days (5 days per season)	Students will draw a picture describing what the season looks like outside Students will sequence their pictures in order to make a book	Seasonal Changes	<ul style="list-style-type: none"> ▪ Identify weather changes that occur from day to day (K4.1) ▪ Compare the weather patterns that occur from season to season (K4.2) ▪ Summarize ways that the seasons affect plants and animals (K4.3)
February 28- March 11 10 days	Teacher observation with checklist on the function of the senses and identifying body parts	My Body	<ul style="list-style-type: none"> ▪ Identify the distinct structures in the human body that are for walking, holding, touching, seeing, and smelling, hearing, talking, and tasting (K3.1) ▪ Identify the functions of the sensory organs (including the eyes, nose, ears, tongue, and skin) (K3.2)
April 25-May 13 15 days	Students will draw and label the parts of a plant with a rubric TE pg 60 Students will make a	Characteristics of Organisms	<ul style="list-style-type: none"> ▪ Recognize what organism need to stay alive: air, water, food, and shelter (K2.1) ▪ Identify examples of organisms and nonliving things (K2.2) ▪ Match parents with their offspring to show that plants and animals closely resemble their parents (K2.3)

	<p>flow map of plant life cycle Students will make a flow map of a animal life cycle Students will make a tree map of living and non-living things Students will match pictures of parent to offspring</p>		<ul style="list-style-type: none">▪ Compare individual examples of a particular type of plant or animal to determine that there are differences among individuals (K2.4)▪ Recognize that all organisms go through stages of growth and change called life cycle (K2.5)
--	--	--	---

Social Studies

TIMEFRAME	ASSESSMENT	UNIT OF STUDY	STANDARDS
August 23- Sept.2 9 Days	<ul style="list-style-type: none"> Students will make a book on rules and routines 	Rules are Tools	<ul style="list-style-type: none"> Explain the purposes of rules and laws and the consequences of breaking them: sometimes unspoken rules of sportsmanship and fair play (K2.1) Summarize the rules of people in authority in a child's life: including parents and teachers (K2.2) Identify people in the community and school who enforce the rules that keep people safe: crossing guards, firefighters, police officers (K2.3)
September 7-20 10 Days	<ul style="list-style-type: none"> Draw a picture of themselves demonstrating good citizenship in the classroom; can be used in a book 	Good Citizenship	<ul style="list-style-type: none"> Identify qualities of good citizenship including honesty, courage, determination, individual responsibility, and patriotism (K4.1) Demonstrate good citizenship in classroom behaviors: taking personal responsibility, cooperating and respecting others, taking turns and sharing, working with others to solve problems (K4.2)
November 1-23 16 Days	<ul style="list-style-type: none"> Unit 3 test pg. 17, 18, 19 	Families Now and in the Past	<ul style="list-style-type: none"> Compare the daily lives of children and their families in the US in the past with the daily lives of children and their families today (K1.1) Explain how changes in modes of communication and transportation have changed the way that families live and work: e-mail and telephone as apposed to letters and messengers for communication and the automobile as apposed to horse for transportation (K1.2)
March 21-April 5 12 Days	<ul style="list-style-type: none"> Students will make a tree map sorting and classifying pictures by good and services 	The Community at Work	<ul style="list-style-type: none"> Classify several community business according to the goods and services they provide (K6.1) Summarize methods of obtaining goods and services (K6.2) Match descriptions of work to the names of jobs in the school and local community in the past and present including jobs related to safety (K6.3)
April 11-May 3 12 Days	<ul style="list-style-type: none"> Students will construct a map of their bedroom/classroom using simple paper shapes 	The World Around Me	<ul style="list-style-type: none"> Identify the location of school, home, neighborhood, community, city/town, and state on a map (K5.1) Provide examples of personal connections to places: immediate surrounding, home, school, and neighborhood (K5.2) Construct a simple map (K5.3)

			<ul style="list-style-type: none"> ▪ Recognize natural features of the environment: mountains and body of water, through pictures, literature, and models (K5.4)
<p>Taught throughout the year as appropriate</p>	<ul style="list-style-type: none"> ▪ Students will distinguish between "The Star Spangled Banner" and "America the Beautiful" though listening to them ▪ Compare and contrast George Washington and Abraham Lincoln ▪ Draw a picture of Independence Day on black paper ▪ Students will make a tree map on Pilgrims and Native Americans ▪ Put Martin Luther King, Jr. story in order 	<p>American Figures and Symbols</p>	<ul style="list-style-type: none"> ▪ Recognize the significance of things that exemplify the values and principles of American democracy, including the Pledge of Allegiance, songs such as "The Star Spangled Banner" (national anthem) and "America the Beautiful", and the American flag (K3.1) ▪ Illustrate the significant actions of important American figures including George Washington, Abraham Lincoln, and Martin Luther King, Jr. (K3.2) ▪ Identify the reasons for celebrating the national holidays, including Independence Day, Thanksgiving, President's Day, and Martin Luther King, Jr. Day (K3.3)

Kindergarten Homework Policy

All homework is sent home on Monday and is due the following Friday. In the students' homework notebook, they are to find pictures that start with the letter of the week and write the name of the picture beside it (ex: A picture of a fish and the word, "fish.") Parents can assist students in finding appropriate pictures and sounding out the words, but should not complete the homework for the child. Any missed homework will be noted and needs to be made up. It is imperative for the children to practice their letter names and sounds at home so that they can retain the information learned at school.

Absences and Missed Assignments Policy

In accordance with state law, all children between the ages of five and sixteen, inclusive, must be enrolled in school. It is expected that they be in regular attendance as well as enrolled. The school year consists of 180 school days. Students must attend 85 days of each 90-day semester course and 170 days of each 180-day year course to receive credit.

Within 5 days of a students return from an **excused** absence, the student must work out provisions for making up missed work with the teacher(s). Any make-up work must be completed and turned within 5 days of receiving it from the

teacher(s). The principal must approve the make up of work missed during an unexcused absence after consultation with the teacher(s).

Regular attendance at school is necessary in order for the student to reap the maximum benefit from the educational program and related educational experiences.

Communication Policy

Kindergarten teacher communication with parents is done on a daily basis with student behavior charts/behavior calendars. Communication is done on a weekly basis through our newsletter. Phone calls and notes, both positive and negative, are done on an as needed basis. Kindergarten teachers maintain a website that is update frequently. The website addresses are as follows:

Cassie Ingram- <http://teachers.greenville.k12.sc.us/sites/cingram/default.aspx>

Shannon Land- <http://teachers.greenville.k12.sc.us/sites/sland/default.aspx>

Marguerite Lavigne- <http://teachers.greenville.k12.sc.us/sites/mlavigne/default.aspx>

Leslie Moore- <http://teachers.greenville.k12.sc.us/sites/lmoore/default.aspx>

Sheila Robinson- <http://teachers.greenville.k12.sc.us/sites/srobinso/default.aspx>

Lindsey Sox- <http://teachers.greenville.k12.sc.us/sites/lsox/default.aspx>

Textbooks and Manuals

Below is a list of the books and manuals that we use during the kindergarten year. Please keep in mind that the district and state education dept. have set up a pacing guide. We must follow this time line when teaching any new skill.

- Saxon Phonics
- Every Day Calendar Math
- McMillan-McGraw-Hill South Carolina Math
- Houghton-Mifflin Reading
- Harcourt Health and Fitness
- Houghton-Mifflin Social Studies
- McMillan-McGraw-Hill South Carolina Science
- Write from the Beginning Writing

Major Assessments

RTI screening (fall, winter and spring)

Emerging Literacy Assessment (fall, winter and spring)

Greenville County Distract Math Assessment (fall, winter and spring)

Rigby Benchmark (winter and spring)

Calculation of Grades

Kindergarten students are not given letter grades. Students work will be checked for correctness. Students may have a plus, check or minus or have the number correct over the number of answers on the paper (ex. 3/5). Many times students are asked to correct the work that was incorrect so that the students learn from their mistakes.

Revised September 2010