

## Kindergarten Curriculum Guide 2017-2018

### English Language Arts

Smith & Howard-McGowan

Note: Content order subject to change in accordance with meeting student needs

#### Trimester #1 (August 28 - November 21)

In these initial units, “We Are Readers and Writers”, “Readers Read, Think, and Talk about Emergent Storybooks, and “Writing for Many Purposes” students will become acclimated to the procedures of Reader’s and Writer’s Workshop. In Reading, students will learn the basic concepts about print (front/back of book, where to start reading, etc.) Students will learn how to read pictures, identify story elements and character feelings, and read sight words. The second reading unit focuses on students developing a sense of story and storybook language. Students will read and reread old favorites to gain vocabulary, receptive language, and an understanding of how language is structured in longer books. In writing, students will become authors. They will complete three-page stories with a beginning, middle, and an end by focusing on drawing detailed pictures. Students will also identify different types of writing. Accompanying reading and writing, students will begin to develop sound awareness through Word Study practice.

Reading	Writing
<p><b>We are Readers</b></p> <ul style="list-style-type: none"> <li>● Develop a love and sense of purpose for reading</li> <li>● Learn and practice Workshop procedures</li> <li>● Practice concepts about print specifically matching one spoken word to one finger point</li> <li>● Use the picture to identify unknown words</li> <li>● Work in partnerships and learn processes of “reading partners”</li> <li>● Read a book cover to cover</li> </ul> <p><b>Readers Read, Think, and Talk about Emergent Storybooks</b></p> <ul style="list-style-type: none"> <li>● Make the words match the picture</li> <li>● Read lines of dialogue with feeling</li> <li>● Use exact character language</li> <li>● Begin pointing to some familiar words</li> <li>● Use time words to connect the pages</li> <li>● Discuss character feelings and motivations with partners</li> </ul>	<p><b>We are Writers</b></p> <ul style="list-style-type: none"> <li>● Compose a narrative piece through drawing and labeling</li> <li>● Write story across three pages</li> <li>● Elaborate by including story elements, character feelings and dialogue</li> <li>● Share books with partners using transition words</li> <li>● Revise to add more</li> </ul> <p><b>Writing for Many Purposes</b></p> <ul style="list-style-type: none"> <li>● Identify and differentiate different types of writing</li> <li>● Write lists, maps, cards, and signs</li> <li>● Include labels and arrows</li> <li>● Stretch out words</li> <li>● Begin to include spaces between words</li> </ul>

**Trimester #2** (November 28-March 2)

In this trimester, students will implement all that they have learned thus far within Reader’s Workshop, Word Study, and Writer’s Workshop to build their reading skills. Students will learn reading superpowers that they can use within their leveled text. These superpowers will help them develop strategies they can use when they come upon an unknown word. They will focus on using visual, meaning, syntactically cues. For example, they might ask themselves, “Does the word I guess make sense with the story?” “Does it look right?” and “Does this word sound right?” These strategies will help them gain confidence, increase their stamina and independence. Students will also begin to think critically about nonfiction books by learning vocabulary and asking questions. In writing, we move into expressing ourselves through pattern writing, narrative writing, and procedural writing. The students will focus on some language conventions and elaborations/craft throughout the following units.

Reading	Writing
<p><b>Readers Use Superpowers to Read Everything in the Classroom</b></p> <ul style="list-style-type: none"> <li>● Develop multiple strategies to use when reading</li> <li>● Monitor when reading</li> <li>● Rereading for clarification</li> <li>● Problem solve tricky words by using multiple strategies</li> </ul> <p><b>Bigger Books, Bigger Reading Muscles</b></p> <ul style="list-style-type: none"> <li>● Read more difficult text</li> <li>● Use letter sound knowledge to help decode unknown words</li> <li>● Identify and use patterns to decode unknown words</li> <li>● Make predictions before and during reading</li> <li>● Support and elaborate on opinions</li> <li>● Reread to read in a smooth or more fluent voice</li> </ul> <p><b>Growing Expertise in Little Books: Reading for information</b></p> <ul style="list-style-type: none"> <li>● Identify unknown words</li> <li>● Use context clues and pictures to learn new vocabulary</li> <li>● Ask questions about text</li> <li>● Infer information from the text</li> <li>● Discuss ideas with a partner</li> <li>● Distinguish between Fiction and Nonfiction texts</li> <li>● Begin to identify the main idea</li> <li>● Use specific terminology when discussing a topic</li> </ul>	<p><b>Writing Pattern Books about the World Around Us</b></p> <ul style="list-style-type: none"> <li>● Study pattern books to identify different types of patterns</li> <li>● Use known sight words to write a pattern</li> <li>● Use the word wall to spell sight words correctly</li> <li>● Stretch out words to write down all the sounds you hear</li> <li>● Link the pattern across pages</li> <li>● Include spaces between words</li> <li>● Label picture</li> <li>● Add details through drawing</li> </ul> <p><b>Writing for Readers</b></p> <ul style="list-style-type: none"> <li>● Write sentences that tell a story</li> <li>● Include spaces between words and begin to use capital letters</li> <li>● Stretch out words to include beginning, middle, and ending sounds</li> <li>● Use the word wall to spell sight words correctly</li> <li>● Word with a partner to revise writing</li> <li>● Explore craft by adding an exciting beginning or ending</li> <li>● Elaborate by adding feelings, action, or dialogue</li> </ul> <p><b>How-to Texts</b></p> <ul style="list-style-type: none"> <li>● Write sequential directions</li> <li>● Use transition words to make writing clear</li> <li>● Elaborate by adding tips and warnings</li> <li>● Create detailed pictures to explain more</li> <li>● Add precise action words to make writing clear and easy to follow</li> </ul>

**Trimester # 3** (March 6 - June 6)

In this trimester, students will learn sophisticated strategies to assist them when reading higher level text. They will begin to set goals for themselves, challenging themselves to use difficult strategies. Students will finish the year with a unit in comprehension. We will study and track characters across books to determine what character traits we could assign to them. We will act out and perform our books to help us gain more understanding of character motivation and thoughts. In writing, students will write nonfiction books about self selected topics. Students will include different types of facts such as word facts, action facts, and describing facts. Partners will give each other feedback on language conventions and elaboration. Students will also identify problems in the world and write to make a change by persuading their reader.

Reading	Writing
<p><b>Becoming Avid Readers</b></p> <ul style="list-style-type: none"> <li>● Learn more strategies for decoding unknown words</li> <li>● Reflect on reading and set meaningful goals</li> <li>● Use multiple strategies when encountering an unknown word</li> <li>● Reread for clarification</li> <li>● Give and receive feedback from partner</li> </ul> <p><b>Readers Get to Know Characters by Performing Their Books</b></p> <ul style="list-style-type: none"> <li>● Preview book to access prior knowledge</li> <li>● Identify the characters feelings and if they have changed</li> <li>● Retell stories in sequential order including key details</li> <li>● Infer character thoughts</li> <li>● Make predictions before, during, and after reading</li> <li>● Identify story elements</li> </ul> <p><b>Supporting Our Reading by Reading in Book Clubs</b></p> <ul style="list-style-type: none"> <li>● Develop ideas and opinions about reading, especially characters in text</li> <li>● Clearly state opinions and retell stories so that opinions make sense</li> <li>● Talk about reading in clubs and partnerships</li> <li>● Accumulate and synthesize longer pieces of texts</li> </ul>	<p><b>All About Texts</b></p> <ul style="list-style-type: none"> <li>● Study mentor texts to see nonfiction text features</li> <li>● Incorporate text features to help the reader understand</li> <li>● Elaborate by adding different types of facts</li> <li>● Include spaces and capital letters</li> <li>● Write with focus and organization -all pages stick to one topic</li> <li>● Write longer by including more sentences/facts</li> <li>● Work with a partner to reread and revise for clarity</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>● Study persuasive texts</li> <li>● Identify a problem and write to make a change</li> <li>● Include reasons and consequences</li> <li>● Edit for punctuation</li> </ul>

### **ELA Personalized Learning Approach**

Students will work in differentiated groups based on their individual needs. Instruction will be a combination of: whole class instruction, small group instruction, partner work and independent work. Differentiated groups will be determined through ongoing formal and informal assessments and will support their work in strategy and guided reading groups.

### **Student Work**

The majority of student work will be completed within their Reader's and Author's notebooks which will be kept in the classroom. Charlotte Lab School also uses online portfolio system called SeeSaw which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In ELA, students post to SeeSaw to share their current work and progress toward their personalized goals. Teachers provide regular feedback and families are invited to leave encouraging comments on their child's work as well.

### **Homework and Home-School Connections**

Homework will consist of daily reading and will be assigned as needed to complete in-class tasks and for extra practice. Students will be encouraged to read and write independently or with adults whenever possible and appropriate. Later in the first trimester, students will also have a reading log for their out-of-school reading to foster independence and reflection on their reading habits. Students are responsible for filling out their logs in order for teachers to discuss and reflect on the student's book choices, stamina, and reading habits.

We also encourage parents to review and engage with SeeSaw at home with their children; this allows parents to connect with what your child is learning in ELA.

Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Track the books and genres that your child is reading at home*
- *Set goals for the minutes spent reading and add time to build stamina*
- *Have your child go on RAZ kids to listen to and read a book aloud, then answer comprehension questions*
- *Discuss the book with your child and ask him/her inferential question stems provided*
- *Comment and ask questions on Seesaw posts made by students and teachers*

### **Parent-Teacher Communication**

The best way to communicate general questions is through your student's advisor. If a specific ELA question arises, please directly email the ELA team and an answer will be provided within 48 hours.

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## Mathematics

Byrum & Fersner

### Trimester #1 (August 28- November 21)

This unit is designed to give students a variety of experiences with counting, comparing, writing numbers and solving simple story problems. A student's first experience with numbers can shape the way he/she approaches mathematics for their entire lives; for this reason, it is important for us to foster their understanding of numbers and to give students real experiences with number sense as well as a variety of concepts. During this unit students will use a variety of representations (pictures, dice, mental images) and manipulatives (cubes, blocks, fingers, claps) to support them with counting. They will compare numbers that represent more than, greater than, less than and equal to, and add numbers to make larger quantities as well as subtract numbers to find smaller quantities. Students will also be introduced to measurement and skills that will help them to classify objects into given categories as well as recognize and compose 2D flat plane shapes.

### Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
<b>Counting Numbers</b>	<ul style="list-style-type: none"> <li>● Count to 100 by ones/tens</li> <li>● Count on from any number in sequence to 20</li> <li>● Count sets of objects to 20</li> <li>● Describe the importance of numbers in their lives</li> <li>● Create number representations to support counting</li> </ul>	<i>number, ones, tens, 1-100, count, set, how many?</i>
<b>Matching &amp; Writing Numbers</b>	<ul style="list-style-type: none"> <li>● Fluently recognize number count using pictures</li> <li>● Write numerals that match pictures</li> <li>● Recognize numerals and match them to number count</li> </ul>	<i>number, numeral, digit, 1-20</i>
<b>Adding &amp; Subtracting Numbers</b>	<ul style="list-style-type: none"> <li>● Act out number stories and verbally explain their thinking</li> <li>● Use manipulatives to represent numbers as they act stories out</li> </ul>	<i>add, more, count on, total, in all, altogether, put together, plus, subtract, less, count backward, left/left over, number sentence, number story</i>
<b>Comparing Numbers</b>	<ul style="list-style-type: none"> <li>● Compare numbers</li> <li>● Visually compare objects in size and quantity (more, less, bigger, smaller, etc...)</li> <li>● Build towers bigger, smaller &amp; equal to</li> <li>● Building towers that look like pictures shown</li> </ul>	<i>greater than, less than, equal to, more, less, bigger, smaller, order, greatest, least, first, second, third, next, last</i>

<b>Understanding Measurement</b>	<ul style="list-style-type: none"> <li>Measure various objects using standard and nonstandard units of measure</li> </ul>	<i>volume, length, width, height, measure</i>
<b>Classifying Objects</b>	<ul style="list-style-type: none"> <li>Classify objects into given categories through sorting, graphing and recognizing patterns</li> </ul>	<i>column, row, category, graph, AB, AABB, ABC, same/different</i>
<b>Identifying &amp; Comparing Shapes</b>	<ul style="list-style-type: none"> <li>Correctly name 2-dimensional shapes regardless of their orientations or overall size</li> <li>Model shapes &amp; describe likenesses &amp; differences</li> </ul>	<b><u>2-D shapes:</u></b> <i>square, circle, rectangle, triangle, hexagon, rhombus, trapezoid</i>

### Trimester #2 (November 28- March 2)

This unit is designed to give students a variety of experiences with more challenging ways to compare various objects, and classify them into given categories. Students will also work on identifying and describing 3-dimensional shapes using two or more attributes. They will continue to use a variety of representations (pictures, dice, mental images) and manipulatives (cubes, blocks, fingers, claps) to support them with adding, subtracting and comparing numbers. Students will continue writing and identifying numbers 11-20. They will also work on writing simple addition and subtraction equations based on story problems. Finally, students will be introduced to the concept of place value as they learn to break simple numbers into tens and ones.

### Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
<b>Counting Numbers</b>	<ul style="list-style-type: none"> <li>Create a project containing 100 items &amp; share with classmates</li> <li>Count to 100 by Ones</li> <li>Count to 100 by Tens</li> <li>Count to 100 by Fives</li> </ul>	<i>Ones, fives, tens, one hundred, hundreds Chart</i>  <b><i>Our 100th day celebration will take place on Monday, February 11th!!</i></b>
<b>Understanding Place Value</b>	<ul style="list-style-type: none"> <li>Through picture and number representations, separate a set of 11-20 objects into groups of tens and ones</li> </ul>	<i>Tens, ones, ten frames</i>
<b>Adding Numbers</b>	<ul style="list-style-type: none"> <li>Fluently &amp; quickly add 0-5</li> <li>Practice writing addition equations</li> </ul>	<i>Add, more, count on, total, in all, altogether, put together, plus, number sentence, equation, number story, number line</i>
<b>Subtracting Numbers</b>	<ul style="list-style-type: none"> <li>Fluently &amp; quickly subtract within 0-5</li> </ul>	<i>Subtract, less than, difference, minus, leftover, count backward, number line</i>

<b>Story Problems</b>	<ul style="list-style-type: none"> <li>Act out story problems to add and subtract within 10 while using manipulatives and drawings to represent numbers</li> <li>Recognize symbols in story problems</li> </ul>	<i>Picture representation, equation, addition, subtraction</i>
<b>Classifying Objects</b>	<ul style="list-style-type: none"> <li>Classify objects into given categories through sorting and graphing.</li> </ul>	<i>graph, Venn diagram, bar graph</i>
<b>Defining Shapes &amp; their Attributes</b>	<ul style="list-style-type: none"> <li>Correctly name 3-dimensional shapes "solids" regardless of their orientations or overall size</li> </ul>	<b><i>3-D shapes:</i></b> <i>cone, cylinder, sphere, cube, rectangular prism, side/face, corner</i>

### Trimester #3 (March 6-June 6)

This unit is designed to give students the tools necessary to be able to fluently (quickly) add to 10 and subtract from 5. Students will also successfully complete story problems in which they are able to add to 10 and show their work as well as the corresponding equation and subtract from 10 as they show their work and correctly write the corresponding subtraction equation. Children will learn to decide which operation is an appropriate match for the story problem presented to them. Students will have the opportunity to create 3D shapes in order to form a deeper understanding of how they are similar yet different from flat plane shapes. Kindergarteners will also measure to compare 2 objects with a measurable attribute in common to see which object has more or less. They will describe the differences, continue to graph, diagram, measure, and classify objects appropriately as they analyze the information given. Lastly, students will continue to work on place value as they compose and decompose numbers from 11-20 (and beyond) into tens and ones.

### Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
<b>Understanding Place Value</b>	<ul style="list-style-type: none"> <li>Through picture and number representations, separate a set of 11-20 objects and beyond into groups of tens and ones</li> </ul>	<i>Tens, ones, ten frames</i>
<b>Adding Numbers</b>	<ul style="list-style-type: none"> <li>Fluently &amp; quickly add 0-10</li> <li>Practice writing addition equations</li> </ul>	<i>Add, more, count on, total, in all, altogether, put together, plus, number sentence, equation, number story, number line</i>
<b>Subtracting Numbers</b>	<ul style="list-style-type: none"> <li>Fluently &amp; quickly subtract within 0-5</li> </ul>	<i>Subtract, less than, difference, minus, leftover, count backward, number line</i>

<b>Story Problems</b>	<ul style="list-style-type: none"> <li>Solve addition and subtraction story problems to 10 by breaking information into parts to find the whole using pictures and equations</li> <li>Recognize symbols in story problems</li> </ul>	<i>Addition, Subtraction, picture representation, equation, operation</i>
<b>Comparing Objects</b>	<ul style="list-style-type: none"> <li>Compare 2 objects with a measurable attribute in common</li> <li>Describe differences between two objects in terms of height, width, weight etc...</li> </ul>	<i>Length, width, height, ruler, tape measure, nonstandard units of measure (hands, feet etc...)</i>
<b>Classifying Objects</b>	<ul style="list-style-type: none"> <li>Classify objects into given categories through sorting, graphing and recognizing patterns</li> </ul>	<i>Bar graph, venn diagram, picture graph</i>
<b>Composing and Comparing 2D &amp; 3D Shapes</b>	<ul style="list-style-type: none"> <li>Create 3 D shapes and describe how their attributes are similar and different from 2D shapes</li> </ul>	<i>Sides, corners, vertices, faces, Cylinder, cone, prism, cube, sphere</i>

### Math Personalized Learning Approach

Personalized learning is instruction that offers specific curriculum and learning environments that meet each individual student's needs. In Kindergarten, students will be placed in different groups throughout the Math block based on individual needs, strengths, and levels. Groups will change as needed throughout the year according to informal and formal assessments.

### Student Work

Charlotte Lab School uses an online portfolio system called SeeSaw which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In Math, student work will be documented to show examples of their work in the form of videos, pictures, drawings, & messages. Teachers provide feedback and families are invited to leave comments on their child's work as well.

### Homework and Home-School Connection

Homework will be assigned on an as needed basis toward the end of Trimester 1. We also encourage parents to review SeeSaw at home with students. Assignments might vary depending on what your child is working on. When Math homework is assigned, the purpose is to ensure that students are practicing independently at home while allowing parents to connect with and coach (if necessary) particular skills their child is learning. Kindergarteners will also complete several homework projects throughout the year. More information will be given regarding these closer to the assigned date.

### Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor. If a specific Math question arises, please directly email the Math team and an answer will be provided within 48 hours.

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## Quest

Byrum

### Trimester #1: Schiele Museum Scavenger Hunt & Integrated Weather Systems 1

(August 28-November 21)

#### The Challenge

Kindergarten students will collaborate to create a science-based scavenger hunt at the Schiele Science Museum, one of our local science museums. Lab Kindergarteners will serve as hosts as they then share their Quest knowledge with preschool age children. They will invite these smaller children to participate in the Kindergarten-created science-based scavenger hunt.

#### Course Description

In this Quest, students will fulfill goals and objectives set by NC Science and Social Studies Kindergarten Standards as they focus on **Force & Motion** and the understanding of the positions of objects, properties of motion and patterns. They will learn to describe various physical properties of objects and tell how they are relevant and useful. Kindergarteners will investigate how forces affect the motion of an object. Learning to describe their surroundings will be part of our objective in the creation of this science based scavenger hunt.

#### Unit Objectives

In addition to the NC Essential Science Standards for Kindergarten, students will work in this Quest to investigate and practice three of Tony Wagner's Survival Skills:

- **Accessing & Analyzing Information:** Students will be able to formulate and hypothesize. They will describe same/different, ask if...then, and find answers
- **Critical Thinking & Problem Solving:** Students will seek answers/ask questions, try different ways, and learn to persist through frustrations.
- **Curiosity & Imagination:** Students will generate ideas, brainstorm with group members, and remain open minded to others' ideas.

#### Unit Timeline

Big Ideas / Targets	Teaching Points	Vocabulary
What is a science scavenger hunt?	Complete a sample scavenger hunt in the classroom	scavenger hunt, science
Why are we creating a science based scavenger hunt?	View photos of the museum's relevant rooms and discuss topics/ideas of focus	
What are our 5 senses?  How can we use our senses to explore the 5 main science topics we will focus on at the museum?	Our 5 Senses: How we experience them everyday at LAB School  Introduce 5 topic areas which include: Motion (pushes and pulls), Relative Position, Physical Properties, Living vs. Nonliving, Scientific Instruments	touch, smell, see, sight, taste, taste buds, senses, force, motion, pushes, pulls
Living vs. Nonliving	Investigate differences in growing life and stationary objects  Chart living/non-living objects (related to museum tour)	How do animals move?  stationary

How do things move?  Why do objects move in certain directions?	Experiment with balance and weight and explore gravity  Create systems that push and pull	pushes, pulls, gravity, balance, motion, force, scale
How can we describe objects in space?  How can we compare objects?	Use senses to explore a variety of objects  Complete a Venn Diagram to compare/contrast physical properties  Play games to test knowledge of descriptive words  Build and explore shape and strength of objects	Describe position: above, between, in front of, behind, beside etc...
How can objects be described? (cont'd)  What are physical properties?	Classify and sort objects based on... compare and contrast color, color change, light and darkness  Explore the properties of liquids as children learn about how water affects the function of a grist mill (we will visit one at the Schiele)  Explore how water moves and create pathways for water to move in various ways	size, color, shape, texture, weight, flexibility
Science Instruments	Investigate with various science instruments and explore measurement	Magnifying glass, balance scale, measuring cup, fossil brushes
Scavenger Hunt Design	Collaborate to create and design an illustrated script in scavenger hunt form.	Design, Edit,
Implementation	Gather at science museum to host younger children and invite them join the search for science facts	Presentation

### Integrated Weather Systems 1

During first Trimester, Quest students will fulfill goals and objectives set by NC Kindergarten Science Standards as they are introduced to weather basics and focus on understanding changes and observable patterns of weather that occur from day to day and year to year. Students will develop simple skills of observation as they actively participate in weather investigations. Students will observe weather patterns and learn about “challenging” weather. They will have the opportunity to use tools (thermometers, etc.) and technological resources which will help them create a Lab weather station later in the school year.

Big Ideas / Targets	Teaching Points	Vocabulary
What is weather and why is it meaningful in our lives?	<ul style="list-style-type: none"> <li>Brainstorm what weather is &amp; how it affects us</li> <li>What do we want to learn most about weather?</li> <li>What effect could weather have on a field trip?</li> </ul>	weather, temperature, precipitation, thermometer

I can name three different types of clouds and tell how rain is formed.	<ul style="list-style-type: none"> <li>● Describe cumulus, cirrus and stratus clouds</li> <li>● Cloud experiment</li> <li>● Create books to demonstrate what the 3 clouds of study look like</li> <li>● What kinds of clouds will we watch for on our field trip?</li> </ul>	cirrus, stratus, cumulus
I can discuss the water cycle.	<ul style="list-style-type: none"> <li>● Investigate &amp; chart out water cycle</li> </ul>	condensation, precipitation, evaporation
I can recognize challenging weather (hurricane, tornado, snowstorm).	<ul style="list-style-type: none"> <li>● Investigate challenging weather through books and the internet</li> <li>● Identify different types of "challenging" weather within the four seasons</li> <li>● What do we do if we experience challenging weather on our field trip?</li> </ul>	Tornado, hurricane, water spout
I know how to stay safe in bad weather.	<ul style="list-style-type: none"> <li>● Make predictions, research &amp; discuss particulars regarding "challenging" weather</li> <li>● Observe a tornado simulation</li> <li>● Review weather safety rules</li> </ul>	Meteorologist

## Trimester #2: Lazy 5 Audio Tour & Integrated Weather Systems 2 (November 28-March 2)

### The Challenge

Most Charlotte families agree that the Lazy Five Ranch is a fun place to go, but wouldn't it be great if it could be improved to be a more educational experience? CLS Kindergarten students will act as Zoo Curators and collaborate to create an audio tour guide of the Lazy Five Ranch located in Mooresville, NC. Through diagramming, graphing, and journaling, students will compare and contrast the animals that live at Lazy Five Ranch as they identify key points of information about the animals they will encounter. Ultimately, students will record information about different animals at the Ranch and will make their audio tour available for other visitors and parents to hear and enjoy.

### Course Description

In this Quest, students will fulfill goals and objectives set by the NC Kindergarten Science Standards as they compare different types of the same animal to determine individual differences within particular animal types. Students will also work on comparing characteristics of living and nonliving things in terms of their: Structure, Growth, Changes, Movement, & Basic Needs. They will study living organisms: their bodies, how they grow/change, their habitats, and their basic needs. Through this second trimester Quest, students will develop a love for living things.

### Unit Objectives

In addition to the NC Essential Science Standards for Kindergarten, students will work in this Quest to develop and practice three of Tony Wagner's Seven Survival Skills:

- **Collaboration:** follows directions, is self regulated, works as a team member toward group goals
- **Initiative:** self directed, proactive & motivated, active group member in generating ideas/suggestions
- **Effective Written and Oral Communication:** listens & speaks during appropriate times, develops voice, demonstrates presentation skills, understands audience, writes/draws clearly and purposefully

## Unit Timeline

Big Ideas / Targets	Teaching Points	Vocabulary
Explore the Differences of Living & Nonliving Things	<ul style="list-style-type: none"> <li>Classify and diagram living and nonliving things</li> <li>Create examples of...</li> <li>Present examples to class</li> </ul>	Living, Nonliving, Growing, Changing, Stationary, audio tour
What do Living Things Need to Survive/What are Some of Their Various Habitats	<ul style="list-style-type: none"> <li>Create a list of questions regarding particular animal groups we will encounter at Lazy 5</li> <li>Research answers to our questions</li> <li>Investigate Mammals &amp; Reptiles</li> <li>Animals throughout the 4 seasons</li> </ul>	Mammal, Reptile, Vertebrate, Invertebrate Predator
Animal Investigations	<ul style="list-style-type: none"> <li>Animals with fur, feathers, &amp; scales</li> <li>Forest, farm and plains animals</li> <li>Mothers and their young</li> <li>Animal camouflage</li> <li>Animal movements &amp; animal tracks</li> </ul>	Venn Diagram, Carnivore, Herbivore, Camouflage
Study Similarities and Differences within Particular Animal Groups	<ul style="list-style-type: none"> <li>Assign animal study groups</li> <li>Create group books on particular animal groups</li> <li>Group presentations</li> </ul>	Animal groups: grassland forest desert plains farms
Lazy 5 Field Trip	<ul style="list-style-type: none"> <li>Record notes, questions and the general lay out (different habitat areas) of Lazy 5 in our field trip Quest journals</li> <li>Reflect on field trip experience</li> <li>Based on journaling, make decisions of what information will be highlighted on our audio tour</li> </ul>	Record, Reflect, Audio tour
Study Animal Groups in Depth	<ul style="list-style-type: none"> <li>Assign groups to outline the information needed in order to recreate habitat areas within Lazy 5</li> <li>Create several possible models on paper</li> </ul>	Design, Map, Model
Create a Replication of Lazy 5	<ul style="list-style-type: none"> <li>Groups collaborate on assigned pieces of the ranch replication</li> <li>Groups create assigned pieces of the Lazy 5 replication</li> <li>Collect feedback</li> </ul>	Audio tour, Script, Makey makey, Presentation, Voice projection
Present Our Model to Fourth Graders	<ul style="list-style-type: none"> <li>Technology workshop on creating an audio script</li> <li>Write/Record tour guide script</li> <li>Present and receive feedback</li> <li>Edit tour guide script</li> </ul>	Edit, Review, Project, Present
Finished Product: Audio Tour (will be shared with parents through email & Google docs)	<ul style="list-style-type: none"> <li>Rehearse audio presentation</li> <li>Prepare final version of the Lazy 5 audio presentation</li> <li>Complete an interactive Lazy 5 wall map</li> </ul>	Finished product

## Integrated Weather Systems 2

During second Trimester, Quest students will fulfill goals and objectives set by NC Kindergarten Science Standards as they continue their study of weather and further their understanding of changes and observable patterns of weather that occur from day to day and year to year. Students will develop simple skills of observation as they compare weather data and reflect upon their observations. Students will further their learning of seasonal changes and how these changes affect animals and their environments. Students will continue to have the opportunity to use tools (thermometers, etc.) and technological resources which will help them create a Lab weather station that they will begin airing on the LAB morning news.

Big Ideas / Targets	Teaching Points	Vocabulary
What are the four seasons?	<ul style="list-style-type: none"> <li>● Share books about the four seasons</li> <li>● Describe the four seasons in our science journals</li> <li>● Describe our current season and record observations</li> <li>● Ask questions to be researched</li> </ul>	seasons, autumn, fall, winter, spring, summer
I can make a book about the four seasons and participate in simple student research to answer my questions.	<ul style="list-style-type: none"> <li>● Create student books on the four seasons</li> <li>● Add types of weather that might be specific to that particular season</li> <li>● Research answers to some of our weather questions</li> </ul>	Weather systems, weather instruments, weather vane, anemometer
What happens to many of the animals we know during different seasons?	<ul style="list-style-type: none"> <li>● Research animals and how they experience changes in the 4 seasons</li> <li>● Discuss, record, &amp; act out these observations</li> </ul>	habitat, shelter, hibernation, life cycle
I can tell you about weather patterns throughout the 4 seasons.	<ul style="list-style-type: none"> <li>● Record observational changes in the current season as compared to what was observed in the beginning of the year</li> <li>● Participate in a class session at Discovery Place on "Becoming a Mini Meteorologist"</li> <li>● Brainstorm ways to put what we have learned into practice as we prepare to create our own weather station</li> <li>● Brainstorm a format for the Lab Weather Station</li> </ul>	graph, rain gauge, anemometer, weather vane, meteorologist

## Trimester #3: Caring for a Garden & Integrated Weather Systems 3 (March 6-June 6)

### The Challenge

In our third trimester Quest, students will create and care for a Kindergarten Lab community garden. Through participation in garden exploration, children will not only continue to learn about what living things need to survive, but they will also learn best practices to care for their own health as well as the health of the world around us.

### Course Description

Students will fulfill goals and objectives set by NC Kindergarten Science Standards as they collaborate to create a Kindergarten community garden. They will explore healthy eating and decision making and will investigate how human behavior can have both negative and positive effects on our environment.

### Unit Objectives

In addition to the NC Essential Science Standards for Kindergarten, students will work in this Quest to develop and practice two of Tony Wagner’s Seven Survival Skills:

- **Collaboration Across Networks:** follows directions, demonstrates self regulation, works as a team member toward group goals
- **Agility & Adaptability:** adjusts to changes/transitions, consistently demonstrates positive attitude, personally adapts to group dynamics to complete task at hand

### Unit Timeline

Big Ideas / Targets	Teaching Points	Vocabulary
What Do Plants Need to Survive?	<ul style="list-style-type: none"> <li>● What happens to seeds?</li> <li>● List different types of plants</li> <li>● Diagram plant life cycle</li> </ul>	seeds, plants, life cycle
Planting (Round 1)	<ul style="list-style-type: none"> <li>● Plastic bag seed germination</li> <li>● Create “Plant Measurement/Observations Book”</li> <li>● Begin recording daily changes</li> </ul>	germination, measurement, observe
Planting (Round 2) & Earth Day Activities	<ul style="list-style-type: none"> <li>● Research the best ways to care for plants</li> <li>● Investigate different types of gardens</li> <li>● Group container planting</li> </ul>	garden, plant, grow, care
Plant Life Cycle	<ul style="list-style-type: none"> <li>● Create a book on plant life cycles</li> </ul>	life cycle
Healthy Environment Happy Producers	<ul style="list-style-type: none"> <li>● How does our behavior affect the environment?</li> <li>● Plant observations cont’d</li> <li>● Healthy living</li> </ul>	Environment, observe, produce, consume, healthy
Reduce, Reuse, Recycle	<ul style="list-style-type: none"> <li>● Collect examples of each</li> <li>● Environmental causes &amp; effects</li> <li>● How can we incorporate these 3 concepts into our daily lives?</li> <li>● What is composting? Can we work together to compost at Lab?</li> </ul>	cause, effect, reduce, reuse, recycle, compost
Exploring Other Gardens in Our Neighborhood	<ul style="list-style-type: none"> <li>● What can we learn from our neighbors?</li> <li>● How would you design your ideal garden &amp; what types of plants would you grow?</li> </ul>	garden, plant, basic needs
Our Garden: Investigations & Results	<ul style="list-style-type: none"> <li>● Analyze data from our plant journal</li> <li>● Investigate with magnifiers, scales &amp; rulers</li> <li>● Examine our results (What could we do better next time?)</li> </ul>	measure, result, observe
Present Our Garden to Parents	<ul style="list-style-type: none"> <li>● Final journal observations</li> <li>● Prepare for the presentation of our garden</li> </ul>	scientific method

### Integrated Weather Systems 3

In the third Trimester, Quest students will complete their study of weather & the goals and objectives set by NC Kindergarten Science Standards. Students will work to understand how weather affects our Kindergarten Lab garden and how plants are affected throughout the 4 seasons. Students who have not appeared on the K Lab news station will be given the opportunity to forecast and report on current weather patterns. Quest students will discuss and compare spring/summer weather to the weather that was observed in the beginning of the year as we continue to record and graph similarities and differences.

Big Ideas / Targets	Teaching Points	Vocabulary
How is the current weather affecting the growth of our Lab garden?	<ul style="list-style-type: none"> <li>● Research weather patterns that occur in spring &amp; summer through books and computers.</li> <li>● Discuss, record, &amp; act out these observations</li> </ul>	autumn, spring, summer, drought, flood
I can discuss the water cycle.	<ul style="list-style-type: none"> <li>● Investigate &amp; chart out water cycle</li> <li>● Make rain :)</li> <li>● Determine how much water/rain is necessary to grow a healthy garden</li> </ul>	condensation, precipitation, evaporation, moisture
I can tell you about plant growth in the four different seasons.	<ul style="list-style-type: none"> <li>● Share books about the changes that occur in plants in the four seasons</li> <li>● Describe our current season and record garden observations</li> </ul>	graph, rain gauge, sprout, bloom, harvest

### Quest Personalized Learning Approach

Personalized learning is instruction that offers specific curriculum and learning environments that meet each individual student's needs. In Kindergarten, students will be placed in different groups throughout the Quest block based on individual needs, strengths, and levels. Groups will change as needed throughout the year according to informal and formal assessments.

### Student Work

Charlotte Lab School uses an online portfolio system called SeeSaw which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. For Quest, students will capture examples of their work in the form of videos, pictures, drawings, & messages. Teachers provide feedback and families are invited to leave comments on their child's work as well.

### Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor. If a specific Quest question arises, please directly email the Quest team and an answer will be provided within 48 hours.

Mary Royall Byrum, K Quest Lead ([mbyrum@charlottelabschool.org](mailto:mbyrum@charlottelabschool.org)).

**World Languages & Cultural Studies**  
**Novice Mid/Kindergarten Spanish**  
Salas & Benitez

**Approach to Language Teaching and Learning:**

Twenty-first century schools must reflect the modern world and workplace through a commitment to global awareness, bilingualism, and diversity. The World Languages & Cultural Studies program at Lab is designed to give students authentic opportunities to engage in language learning and learn to interact positively across cultural barriers. The target language (Spanish) will be used as much as possible by both teachers and students during the World Language & Cultural Studies block. Lessons are carefully planned so that students can understand and enjoy the activities that will help them learn and explore the world.

**Trimester #1 Timeline** (August 28-November 21)

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
<b>Self / Classroom</b>	<ul style="list-style-type: none"> <li>I can introduce myself.</li> <li>I can tell someone to look at something.</li> <li>I can tell someone my favorite color.</li> <li>I can say how old I am.</li> <li>I can ask for school supplies.</li> <li>I can say the date for today, yesterday, and tomorrow.</li> <li>I can spell simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul>	<p><b>vocabulary</b> Azul (blue), verde (green), amarillo (yellow), rojo (red), café (brown), morado (purple), rosado (pink). Año (year), nombre (name), hola (hello), adiós (bye), lápiz (pencil), crayolas (crayons), tijeras (scissors), libro (book), pegamento (glue) <b>HFW:</b> Mira (look), me llamo (my name is) <b>Phonemes:</b> vowels, letters m, p, s, t,</p>
<b>Family / community helpers</b>	<ul style="list-style-type: none"> <li>I can recognize some traditional and popular songs.</li> <li>I can present information about myself and family using single words or memorized phrases.</li> <li>I can compare different types of families.</li> <li>I can share my family customs, traditions and celebrations</li> <li>I can describe different kinds of jobs that people do and the tools or equipment used.</li> </ul>	<p><b>Vocabulary:</b> Mamá (mom), papá (dad), hermano (brother), hermana (sister), abuelo (grandfather), abuela (grandmother) policía (police), bombero (firefighter), médico (doctor), profesor/a (teacher), veterinario (vet), <b>HFW:</b> Yo veo (I see), Yo tengo (I have) <b>Phonemes:</b> Vv, Dd, Nn, Ll, Bb, Ff</p>

**Trimester #2 Timeline** (November 28-March 2)

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
<b>Maps</b>	<ul style="list-style-type: none"> <li>I can identify familiar landscapes.</li> <li>I can identify and locate land and water features on maps and globes.</li> </ul>	<p><b>Vocabulary:</b> Mapa (map), globo terráqueo (globe), océano (ocean), río (river), montaña (mountain), colina (hill), llanura (plains), ciudad (city), estado (state), país (country), continente (continent)</p>



		<p><b>HFW:</b> Yo voy ( I go)</p> <p><b>Phonemes:</b> Jj, Yy, Rr, Yy, ca-co-cu</p>
<b>Weather/ Seasons</b>	<ul style="list-style-type: none"> <li>● I can explain how people adapt to weather conditions.</li> <li>● I can recognize a few letters or characters.</li> <li>● I can identify a few memorized words and phrases when I read.</li> <li>● I can compare how seasons and weather in different countries.</li> <li>● I can relate the weather with types of clothes</li> </ul>	<p><b>Vocabulary:</b> Estaciones del año (seasons), primavera (spring), verano (summer), invierno (winter), otoño (fall), frío (cold) está caluroso / hace calor (hot), nublado (cloudy), está lloviendo (rainy), hace viento (windy), tormenta (storm)</p> <p><b>HFW:</b> es- está (is)</p> <p><b>Phonemes:</b> Zz, Hh, ce-ci</p>

**Trimester #3 Timeline** (March 6-June 6)

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
<b>Food (Needs/ Wants)</b>	<ul style="list-style-type: none"> <li>● I can identify some common eating habits in other cultures.</li> <li>● I can explain how families have needs and wants.</li> <li>● I can make decisions about my wants.</li> </ul>	<p><b>Vocabulary:</b> leche (milk), bread (pan), frutas (fruits), verduras (vegetables), helado (ice cream), papas fritas (french fries), galletas (cookies), carne (meat), pollo (chicken) jugo (juice), agua (water)</p> <p><b>HFW:</b> Yo quiero (I want), I need ( yo necesito)</p> <p><b>Phonemes:</b> que-qui, Ññ, Ll ll, Gg</p>
<b>Likes/ Dislikes</b>	<ul style="list-style-type: none"> <li>● I can play a simple board or card game with friends.</li> <li>● I can tell what I sports I like and dislikes.</li> </ul>	<p><b>Vocabulary:</b> Juegos (games), deportes (sports) Cambios (change), personas (people), tenis (tennis), fútbol (soccer), natación (swimming), bailar (dance), correr (run)</p> <p><b>HFW:</b> me gusta (I like) / No me gusta (I don't like), yo juego (I play)</p> <p><b>Phonemes:</b> ch, ce-ci</p>

## Assessments

These tools will give teachers and students a variety of data to show progress on specific objectives.

<u>What is the assessment?</u>	<u>What does it measure?</u>	<u>How will it be used?</u>	<u>When will it be used?</u>
<b>Performance Rubric</b>	In the comprehension, conversation, and presentation, this rubric measures how well a student is able to communicate in the target language.	Students will participate in performance tasks to demonstrate their ability to use the target language in a real-world context. Teachers will use the rubric to give feedback and show progress throughout the year.	At the end of each unit (twice per trimester)
<b>Fountas &amp; Pinnell Reading Level Evaluation</b>	This evaluation (which is also used to determine ELA Reading levels at Lab) collects data on a student's oral fluency, comprehension, and ability to make connections with a text.	Reading levels will be used to provide students with targeted practice to help them develop vocabulary, familiarity with sentence structures, and opportunities to practice decoding and interpreting meaning from a variety of texts.	Mid-year and End-of-year
<b>Can Do Checklist</b>	Students will be assigned to tasks that will allow them to prove that they can do the communicative tasks or demonstrate the cultural competencies listed for each unit above.	Students will record their own growth areas and performance on SeeSaw (which may also be evaluated by a teacher on the rubric provided above) and in a self-assessment.	Weekly, by unit
<b>Target Language Tracker</b>	Each time students use English or Spanish in class, they will tally the instance on a tracker card.	Students will set their own goals for how much they want to use the target language in each class period and track their growth over time.	Daily, as needed
<b>Phonemic Awareness Tracker</b>	This checklist will allow students to demonstrate the letter-sound associations of the Spanish alphabet and syllables.	Teachers will provide personalized activities for students based on the assessment so that they will develop appropriate patterns of pronunciation.	Biweekly, until all are mastered
<b>High Frequency Words List</b>	Much like the ELA Sight Words list, teachers will track students' understanding of common functional words and phrases.	Students will focus on the High Frequency words list appropriate for their reading level until they can confidently understand and use the words in context.	Biweekly
<b>Personal Goals</b>	Students will choose their own learning goals related to vocabulary, pronunciation, reading, writing, speaking, and listening.	This information will help students chose learning centers that will help them grow their language proficiency and global awareness, and their individual progress will be share through the online portfolio.	Weekly

### **Student Work**

Charlotte Lab School uses an online portfolio system which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. Families are invited view their students' photos and videos of work in Spanish and also to leave encouraging comments on their student's work as well.

### **Homework and Home-School Connections**

Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Use web-based tools to practice along with your student. Log-in information will be provided by the end of the first Trimester.*
  - DuoLingo (free language learning app)
  - Quizlet (website and app for building vocabulary)
  - RAZkids (leveled books for listening and reading)
  - YouTube (list of songs and videos provided by the teacher)
- *Take note of target language use in your home and in the community.*
  - Ask your student to find words that they recognize or can guess
  - Look for opportunities that allow your child to notice other languages and cultures
- *Use SeeSaw to connect with your student about what they are learning.*

### **Parent-Teacher Communication**

The best way to communicate general questions is through your student's advisor. If a specific World Language/Cultural Studies question arises, please email the teacher(s) and a response will be provided within 48 hours.

**Astrid Salas, K Spanish Lead** ([msalas@charlottelabschool.org](mailto:msalas@charlottelabschool.org))

**Elizabeth Benitez, K Spanish Assistant Teacher** ([ebenitez@charlottelabschool.org](mailto:ebenitez@charlottelabschool.org))

**World Languages & Cultural Studies**  
**Novice Mid/Kindergarten Chinese**  
 Liao

**World Languages Learning Approach**

In World Languages each quarter, students will be exposed to the project-based approach. Students will work in differentiated groups throughout these mini-projects based on their individual needs. Instruction will be a combination of: whole class instruction, small group instruction, partner work and independent work. Differentiated groups will be determined through ongoing formal and informal assessments and will support their work in reading, writing, speaking and listening.

**Trimester #1 Timeline** (August 28-November 21)

Topic	Goals	NC Social Studies Essential Standards
Family	Students will learn how to say the family members. Vocabulary: grandparents, parents, older brother, younger brother, older sister, younger sister, I, myself Sentence: My____. I love _____. Who is this? This is_____.	Culture
Animals	Students will learn how to say the animals. Vocabulary: dog, cat, bird, fish, rabbit, chick Sentence: What is your name? My name is_____.	Geography and Environment
Numbers	Students will learn how to count from 1-20 in Chinese Vocabulary: 1-20 Sentence: How old are you? I am _____.	Culture: Use literature to help people understand diverse culture
Colors	Students will learn how say the colors. Vocabulary: red, yellow, orange, purple, pink, blue, green, black, white, brown, balloon Sentence: one _____balloon. I like_____.	
Body Parts	Students will learn how to say the body parts. Vocabulary: eyes, nose, mouth, ear, hand, leg, foot Sentences: I have_____.	

**Trimester #2 Timeline** (November 28-March 2)

Topic	Goals	NC Social Studies Essential Standards
School Supplies	Students will learn how to say the school supplies Vocabulary: pencils, scissors, eraser, notebook, backpack, paper, book Sentence: The backpack has_____.	Community
School Activities	Students will learn how to say the activities. Vocabulary: reading, drawing, dancing, playing ball, swimming, singing Sentence: I like_____.	
Weather	Students will learn how to say the weathers Vocabulary: sunny day, rainy day, cloudy day, snowy day. Sentence: Today is _____.	Geography and Environment
Seasons	Students will learn how say the seasons Vocabulary: Spring, Summer, Fall, Winter Sentence: Now it is_____.	Geography and Environment

**Trimester #3 Timeline** (March 6-June 6)

Topic	Goals	NC Social Studies Essential Standards
Classroom objects	Students will learn how to say the materials/objects in the classroom Vocabulary: crayons, color pencils, color markers, table, chair, TV, whiteboard Sentence: This is_____.	Community
Fruit	Students will learn how to say the fruits Vocabulary: apple, banana, pear, strawberry, watermelon, grapes Sentence: I like to eat_____.	Environment
Food	Students will learn how to say the food. Vocabulary: bread, cake, milk, juice, ice cream, chocolate Sentence: I like to eat/drink_____.	Environment
Clothes	Students will learn how say the clothes Vocabulary: shirt, pants, jacket, socks, hat, glove, shoes Sentence: I wear_____.	

### **Student Work**

Students have a Chinese Book in which they will collect most of their work, and a radical writing book in which they will practice writing radicals in class. Charlotte Lab School is also using an online portfolio system called SeeSaw which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In World Languages, students will post to SeeSaw weekly to share their current work and progress toward their personalized goals. Teachers will provide feedback weekly as well. Families are invited to also leave encouraging comments on their student's work as well.

### **Homework and Home-School Connections**

Homework will only consist of conversational prompts and work that students did not finish during the school day. There will be no formally assigned homework this year. Research has been unable to prove that homework improves student performance. Rather, we ask that you spend your evenings doing other activities that correlate with student success - reading, writing, speaking with and listening to your child in Chinese. We will provide some weekly guidance for which topics to discuss at home.

### **Resources**

North Carolina Social Studies Essential Standards

NCSSFL-ACTFL Can-Do Statements Progress Indicators for Language Learners

NCSSFL-ACTFL Proficiency Guide

My First Chinese Words

I Can Write

### **Parent-Teacher Communication**

The best way to communicate general questions is through your student's advisor. If a specific World Language/Cultural Studies-Chinese question arises, please email the teacher(s) and a response will be provided within 48 hours.

**Lee-Jung Liao, Kindergarten Chinese Teacher** ([lliao@charlottelabschool.org](mailto:lliao@charlottelabschool.org))