



Kindergarten ELA Curriculum Guide - 2016

Doig (sdoig@charlottelabschool.org)

Quarter #2 - Readers Study Patterns in Books and Use All Our Powers to Help Us Read/ Writing like a Scientist (November 1 - January 13)

In this second reading unit, 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 super powers that they can use within their leveled text. Readers will learn that they might use more than one superpower at one time. Readers ask, "Does this word make sense?" "Does this fit in the story?" "Do I know anything about any of these words?" This is the time for students to build confidence within their reading and to learn multiple strategies to use independently.

In writing, students will use what they learned in the first quarter and build independence in their writing. Students will continue to use the writing process to create pattern books. We will continue to practice how to use the sounds we hear in a word and write the letter that makes each sound. Students will continue to practice using all four components when writing sentences; capital letter at the beginning, spaces between the words, readable writing, and punctuation at the end.

Unit Topics & Objectives

Readers Study Patterns in Books and Use All Our Powers to Help Us Read

- Understand the basic concepts about print
- Understand that readers seek meaning from text
- Use strategies learned in writing to read
- Use the pattern in a book to guide us through our reading
- Use reading strategies to help figure out tricky parts
- Increase comprehension
- Build stamina within independent reading

Writing like a Scientist

- Increase comprehension, making books come to life
- Use writing process to complete work
- Include all four components into writing (*capital letter at beginning of sentence, spaces between words, readable writing, and punctuation at the end*)
- Make and monitor our own work
- Write across three pages
 - Use patterns in text to guide reading/writing



- Revise thoughts by adding more
- Stretch out words and read/write the sounds you hear
- Draft pattern books to narrate either single event or to describe information (i.e. I see...1, 2, 3; I hear...1, 2, 3; The weather is...1, 2, 3; I wear...1, 2, 3)

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. This year, 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 ELA, students will post to SeeSaw at least once every two weeks 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. For more information about SeeSaw go to - <http://web.seesaw.me/learn-more>

Homework and Home-School Connections

Homework will consist of daily reading and work that students did not finish during the school day. There will be no formally assigned homework this year. However, here are some of the things you can do at home to reinforce the learning that is taking place at school:

- Writing down the books your child is reading in his/her agenda to track the titles/types of books that interest him/her
- Using the weekly time graph in the agenda to track the amount of time spent on reading each week
- Using the "spelling words" section in the agenda to write down sight words that the come up in books that your child needs to practice independently



Kindergarten Math Curriculum Guide - 2016

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Unit #2 Description - Measurement, Geometry, Classifying, Counting & Comparing, Addition/Subtraction (November 1 - January 13)

This unit is designed to give students a variety of experiences with measuring and comparing various objects, and classifying objects 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. Finally, students will continue writing and identifying numbers 11-20 and writing simple addition and subtraction equations based on story problems.

Unit Topics, Objectives & Vocabulary

| <u>Topics</u> | <u>Objectives</u> Students will... | <u>Vocabulary</u> |
|---------------------------------|---|---|
| Measurement | <ul style="list-style-type: none"> Measure various objects using standard and nonstandard units of measure | <i>volume, length, width, height, measure</i> |
| Geometry | <ul style="list-style-type: none"> Correctly name 3-dimensional shapes "solids" regardless of their orientations or overall size | 3-D shapes: <i>cone, cylinder, sphere, cube, prism, side/face, corner</i> |
| Classifying | <ul style="list-style-type: none"> Classify objects into given categories through sorting, graphing and recognizing patterns | <i>column, row, category, graph, AB, AABB, ABC, same/different</i> |
| Counting & Comparing | <ul style="list-style-type: none"> Write and represent numbers up to 20 Compare numbers to | <i>greater than, less than, equal to, more, less, bigger, smaller, order, greatest, least, first, second, third, next, last</i> |

| | | |
|-----------------------------------|---|--|
| | show "greater than," "less than" and "equal to" | |
| Addition & Subtraction | <ul style="list-style-type: none"> Act out number stories and verbally explain their thinking Represent numbers as they act stories out | <i>add, more, count on, total, in all, altogether, put together, plus, subtract, less, count backward, left/left over, number sentence, equation, number story</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

This year, Charlotte Lab School is 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 Math, students document their learning related to each skill at least once every two weeks. Teachers will provide feedback weekly as well. Families are invited to also leave encouraging comments on their student's work as well. For more information about SeeSaw go to -

<http://web.seesaw.me/learn-more>

Homework and Home-School Connections

Homework will be assigned as needed and will be for completing project-based tasks (there will be several projects assigned during the year). Here are some of the things you can do at home to reinforce the learning that is taking place at school:

- Counting quantities (1-20) and matching the quantities with corresponding numerals
- Practice writing numerals 1-20 (many children are still writing backward numerals)
- Have fun identifying 3D shapes around the city as well!



Kindergarten World Language & Cultural Studies (Spanish) Curriculum Guide - 2016

Team Members: Salas, Najenson, French, Castro, Morales

Quarter #2 - Geography: Maps and Globes (November 1 - January 13)

This unit focuses on the introduction of maps and globes and why they are important. Through a variety of whole group and individual hands-on activities, the students will begin developing a sense of geographical awareness. The students will become familiar with what is represented on maps and globes and how they are used. Students will explore using cardinal directions, locating North and South Poles, Atlantic and Pacific Oceans and northern and southern hemispheres. At the completion of this unit, the students will have skills needed to build upon their geographical knowledge. They will the city of Charlotte and México

Unit Objectives, Essential Questions & Vocabulary

Throughout the unit, students will be able to fulfill these "I can" statements:

- I can use maps to locate places in the classroom, school, and home.
- I can identify and locate land and water features on maps and globes.
- I can identify physical features such as mountains, hills, rivers, lakes and roads.
- I can differentiate colored symbols on maps and globes.
- I can identify locations using positional words?
- I can spell simple words phonetically, drawing on knowledge of sound-letter relationships

Students will also be able to answer these essential questions:

- *Where do we live and what does it look like?*
- *How do we use maps?*
- *How can maps help us locate specific places?*
- *How can landforms be identified on a map?*

Students will understand and use the following vocabulary words:

Mapa, globo, pais, ciudad, lago, río, montaña, océano, calle, norte, sur, este, oeste, arriba, abajo, izquierda, derecha, agua, tierra, región, continente

World Languages Personalized Learning Approach

In World Languages each quarter, students will be exposed to the project-based approach. Students will work in differentiated groups throughout these 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.

Student Work

This year, Charlotte Lab School is 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 at least once every two weeks 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. For more information about SeeSaw go to - <http://web.seesaw.me/learn-more>

Homework and Home-School Connections

Homework will only consist of daily reading, weekly 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 Spanish and using Quizlet/Duolingo to reinforce Spanish vocabulary.

Teacher-Parent Communication

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. If a specific World Languages question arises, please directly email the World Languages team and an answer will be provided within 24 hours.

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**Kindergarten World Language & Cultural Studies (Chinese)
Curriculum Guide – 2016
Liao (lliao@charlottelabschool.org)**

Quarter #2 - Family, Numbers, Animals & Colors (November 1-January 13)

In this unit, students will learn how to say colors, school items, countries, fruit, and describe nationalities. Students will be expected to learn at least **30 vocabulary** and **6 sentence structures**. In addition, students will begin to explore the beauty of Chinese writing by learning how to **write the basic strokes** and their transformations first. Moreover, students will begin to recognize the simple Chinese characters in a fun way. Some of the main expressions that students will use in their daily language are: ***Thank you/you are welcome, sorry/it's okay, see you, drink water, and use restroom.***

Timeline

| Topic | Goals | NC Social Studies Essential Standards |
|---------------|---|---------------------------------------|
| Colors | I can say: Red, Green, Yellow Blue, Orange, White Balloon | (K) Individual interests |
| | Sentence: One + ___(color)+ balloon | |
| School items | I can say: Book, Paper ,Pencil Eraser, Notebook Cissors, Bookbag Inside, have/has What, still has/have | (K) School & Community |
| | Sentence: What is it inside the book bag? It has___. | |
| Nationalities | I can say: American, Chinese Korean, England | (K) Geography |

| | | |
|-----------------------------|---|-------------------------|
| | Brazilian, Canadian Person/People, Which | |
| Nationalities/ Countries | Sentence: What is your nationality? I am _____. I am from _____. | |
| Fruit | I can say: Hungary, Want, Eat Apple, Banana, Pear Strawberry, Grapes Watermelon | (K) Environment : Fruit |
| | Sentence: I am hungry, I want to eat_____. | |

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.

Student Work

Students will have a Chinese Book in which they will collect most of their work and a Chinese Character Book that collects the 15 simple characters that students learn. In addition, this year, 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 at least once every 2 weeks and teachers will use SeeSaw as a tool to evaluate their speaking skills 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. For more information about SeeSaw go to - <http://web.seesaw.me/learn-more>.



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.

Teacher-Parent Communication

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. If a specific World Languages question arises, please directly email Mrs. Liao and an answer will be provided within 24 hours.

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