

Kindergarten ELA Q3 Curriculum Guide 2016-2017

Team Members: Doig & Howard-McGowan

Quarter #3 - Learning about Ourselves and Our World-Reading for Information and Writing Like a Scientist (January 17-March 17)

Our third unit in Reader's and Writer's Workshop will focus around Nonfiction texts. This unit is designed to teach students how to discover more about the world through information books and in doing so, to strengthen their vocabularies and give them language to present and discuss knowledge and ideas. Students will be studying features of and understanding how to access non-fiction texts in Reader's Workshop. In writer's workshop, students will work on writing "How To" books that will teach the reader how to do something. They will also be writing about topics they are experts on to teach others with their own Nonfiction "All About" books. In this unit, students will learn all about different mammals, insects, marine animals, places, people, and so much more!

Unit Topics & Objectives

Learning about Ourselves and Our World – Reading for Information

Students will learn...

- Decoding Skills - How to decode words while deepening foundational literacy skills
- Main Idea - Author's purpose; be able to determine what the author is trying to teach
- Key Details - Real information from text; talk about what they have learned
- Text Features - Nonfiction features and the importance of each feature
- Distinguishing Between Genres - Differences between Nonfiction and Fiction texts

Writing like a Scientist! Readers/Writers Become Experts to Write about a Topic

Students will be able to...

- Revising/Editing Texts - Revise thoughts by adding more
- Structure -
 - Choose a topic that we are experts on to write an All About book
 - Create a how-to book to teach the reader a step-by-step process
 - Include Nonfiction features in writing
- Development/Elaboration -
 - Deepening writing by applying what is learned through reading to our writing
 - Write real facts
 - Label key parts of pictures

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 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 post to SeeSaw to share their current work and progress toward their personalized goals. Teachers provide regular feedback as well. Families are invited to also leave encouraging comments on their student'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. If homework is assigned, its purpose is to ensure that students are practicing independently at home. We also encourage parents to review 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*
- *Practice reading high frequency words from the lists provided*
- *Write down sight words that your child struggles with in his/her texts and have him/her practice them*
- *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*

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 ELA question arises, please directly email the ELA team and an answer will be provided within 48 hours.

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Kindergarten Math Q3 Curriculum Guide 2016-2017

Team Members: Byrum & King

Unit #3 - Place Value, Counting, Adding, Subtracting and Comparing Numbers to Make Story Problems (January 17-March 17)

This unit is designed to give students an opportunity to further their learning of addition and subtraction concepts by transferring information from story problems into equation form. Students will draw pictures and manipulate objects and counters in order to form a concrete understanding of these concepts before writing out the equations created. Children will continue to work on solving simple equations (0-5) quickly and fluently. An introduction to place value will be a point of focus as well.

Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
<u>Counting and Cardinality</u>		
Counting Numbers	<ul style="list-style-type: none"> • Create a project containing 100 items & share with classmates • Count to 100 by Ones • Count to 100 by Tens • Count to 100 by Fives 	<i>Ones, fives, tens, one hundred, Hundreds Chart</i>
<u>Number, Operations and Algebraic Thinking</u>		
Understanding Place Value	<ul style="list-style-type: none"> • Through picture and number representations, separate a set of 11-20 objects into groups of tens and ones 	<i>Tens, ones, ten frames</i>
Adding Numbers	<ul style="list-style-type: none"> • Fluently & quickly add 0-5 • Practice writing addition equations 	<i>Add, more, count on, total, in all, altogether, put together, plus, number sentence, equation, number story, number line</i>
Subtracting Numbers	<ul style="list-style-type: none"> • Fluently & quickly subtract within 0-5 	<i>Subtract, less than, difference, minus, leftover, count backward, number line</i>
Comparing Numbers	<ul style="list-style-type: none"> • Compare numbers that are greater than, less than, & equal to 20 	<i>Greater than, less than, equal to, more, less, bigger, smaller, order, greatest, least, first, second, third,</i>

		<i>next, last</i>
Story Problems	<ul style="list-style-type: none"> Act out story problems to add and subtract within 10 while using manipulatives and drawings to represent numbers Recognize symbols in story problems 	<i>Our 100th day will take place on Friday, February 10th!</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, parents are able to view snapshots of some of the content activities that are taking place in class. Ask your children to explain the learning that these pictures reflect!

Homework and Home-School Connections

Homework will be assigned as needed to complete in-class tasks, for extra practice or for completing project-based tasks (there will some projects assigned during the year). When homework is assigned, its purpose is to ensure that students are practicing independently at home. We also encourage parents to review SeeSaw at home with their children; this allows parents to connect with what your child is learning in Math. Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Practice adding objects in your home environment and encourage your child to write out the equations that are represented*
- *Practice subtracting objects with your child and have them write out equations to match*
- *Practice counting to 100 by ones, tens, fives*
- *The 100th Day of School Project is due February 10th!*

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 ELA question arises, please directly email the ELA team and an answer will be provided within 48 hours.

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Kindergarten Quest Q3 Curriculum Guide 2016-2017

Lazy Five Ranch Audio Tour

Team Members: Byrum & King

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 parents to hear and enjoy.

The Quest

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 third quarter Quest, students will develop a love for living things.

Course Objectives

In addition to the NC Essential Science Standards for Kindergarten, students will work in this Quest to develop and practice three of the following Seven Survival skills:

- **Collaboration:** Interacting, Relating, Affecting Others
- **Critical Thinking & Problem Solving:** Questioning, Trying, Coping
- **Initiative & Entrepreneurialism:** Proactive Planning, Developing/Designing, Testing

Course Timeline

Big Ideas / Targets	Teaching Points	Vocabulary
Explore the Differences of Living & Nonliving Things	<ul style="list-style-type: none"> ● Classify and diagram living and nonliving things ● Create examples of... ● Present examples to class 	Living, Nonliving, Growing, Changing, Stationary
What do Living Things Need to Survive/What are Some of Their Various Habitats	<ul style="list-style-type: none"> ● Create a list of questions regarding particular animal groups we will encounter at Lazy 5 ● Research answers to our questions ● Investigate Mammals & Reptiles ● Animals throughout the 4 seasons 	Mammal, Reptile, Vertebrate, Invertebrate, Predator

Animal Investigations	<ul style="list-style-type: none"> • Animals with fur, feathers, & scales • Forest, farm and plains animals • Mothers and their young • Animal camouflage • Animal movements & animal tracks 	Venn Diagram, Carnivore, Herbivore, Camouflage
Study Similarities and Differences within Particular Animal Groups	<ul style="list-style-type: none"> • Assign animal study groups • Create group books on particular animal groups • Group presentations 	Animal groups: grassland forest desert plains farms
Lazy 5 Field Trip #1	<ul style="list-style-type: none"> • Record notes, questions and the general lay out (different habitat areas) of Lazy 5 in our field trip Quest journals • Reflect on field trip experience • Based on journaling, make decisions of what information will be highlighted on our audio tour 	Record, Reflect
Study Animal Groups in Depth	<ul style="list-style-type: none"> • Assign groups to outline the information needed in order to recreate their habitat area within Lazy 5 • Create several possible models on paper 	Design, Map, Model
Create a Replication of Lazy 5	<ul style="list-style-type: none"> • Groups collaborate on assigned pieces of the ranch replication • Groups create assigned pieces of the Lazy 5 replication • Collect feedback 	Audio script, Makey makey, Presentation
Present Our Model to Fourth Graders	<ul style="list-style-type: none"> • Technology workshop on creating an audio script • Write/Record tour guide script • Present and receive feedback • Edit tour guide script 	Edit, Review, Project, Present
Field Trip # 2 Audio Tour & Presentation to Parents	<ul style="list-style-type: none"> • Rehearse audio presentation • Prepare final version of the Lazy 5 audio presentation • Present to parent chaperones 	

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 Quest, students post to SeeSaw to share their current work and progress toward their Quest goals. Teachers provide regular feedback 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 work that your student did not finish during the school day. There will be no formally assigned homework this year. Since the purpose of Quest is to foster curiosity in your child, we encourage activities that include experiments, building, outdoor exploration, and making, using items easily accessible in your home! We also hope that you will ask your child many questions about what they're learning and doing in Quest each day. Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Go for a walk through your neighborhood/on a greenway and discuss animals that you see*
- *Discuss animals, their needs and their habitats, and compare/contrast them to our own*
- *Have your child go on RAZ kids to listen to and read a book aloud about Animals*
- *Discuss the book with your child and ask him/her comprehension and inferential question stems provided by ELA teacher*
- *Review your child's SeeSaw posts together and discuss what s/he is learning*

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 Quest question arises, please directly email the Quest team and an answer will be provided within 48 hours. The best way to communicate general questions is through your student's advisor, as multiple teachers will be working with your student. However, if you have a quest specific question you can contact your child's quest committee leader, Ms. Byrum.

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World Languages & Cultural Studies (Novice Mid Spanish)

Q3 Curriculum Guide 2016-2017

Team Members: Salas & Benitez

Quarter #3 - Diversity & Culture (January 17- March 17)

This unit focuses on learning how different groups of people live, how cultures vary and how people from diverse cultures eat, dress, speak and honor customs and traditions. Students will learn that where people live, their types of homes, and how they dress can be similar or different based on the location and climate of their surroundings. They will also compare and contrast their culture to other students' cultures.

Unit Objectives & Vocabulary

Interpretive Communication (Reading/Listening Comprehension)

- Independent Reading Level - read a **Level A-B** book independently
- Pronunciation and Fluency - read and pronounce sight words/phrases correctly and fluently
- Vocabulary/High Frequency Words - read and understand vocabulary/high frequency words taught
- Decoding Skills - read and decode 12 consonant and 5 vowel sounds
- Main Idea and Details - identify the main idea and details within a read aloud or independent reading book (in English)
- Connections - make personal connections between the text and self (in English)

Interpersonal Communication (Conversation)

- Speak with Fluency
- Pronounce Words and Phrases Correctly
- Use Everyday Phrases and Vocabulary

Presentational Communication (Writing / Speaking)

- Language Function (Writing) - use letter sounds to spell and write words
- Language Function (Speaking) - speak in 2- to 3- words phrases when presenting
- Comprehensibility - is understood when speaking and presenting information

Geography and Environmental Literacy

- Explain how people adapt to different types of weather

History and Culture

- Explain how people have similarities and differences
- Explain the elements of culture
- Compare and contrast two or more cultures

Students will understand and use the following vocabulary words:

cultura, diversidad, clima, tiempo, gente, comida, ropa, similitud (igual), diferente, línea del ecuador

World Languages Personalized Learning Approach

In World Languages each quarter, students are exposed to the project-based approach. Students work in differentiated groups throughout these projects based on their individual needs. Instruction is a combination of: whole class instruction, small group instruction, partner work and independent work. Differentiated groups are determined through ongoing formal and informal assessments and 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 post to SeeSaw bi-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 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 48 hours.

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Kindergarten World Language & Cultural Studies (Chinese)

Q3 Curriculum Guide 2016-2017

Liao (lliao@charlottelabschool.org)

Quarter #3 - My Body, School Activities, Similarities & Differences (January 17-March 17)
 In this unit, students will learn how to say the body parts, school activities and the clothing. Overall, students will be expected to learn **19 vocabulary words** and **3 sentence structures**. Also, student will continue to learn and to use the everyday language in the classroom on a daily basis. In addition to the speaking and listening, students will begin practicing writing the basic Chinese strokes and the numeric characters this quarter.

Unit Topics, Goals, Themes, Vocabulary and Connections to NC Social Studies Essential Standards

Interpretive Communication (Reading/Listening Comprehension)

- Read and Understands Chinese Radicals/Characters – read characters 1-10
- Understand Content-Specific Vocabulary - recognize and understand characters related to *body parts, school activities and clothes*

Interpersonal Communication (Conversation)

- Speak with Fluency
- Pronounce Words and Phrases Correctly
- Use Everyday Phrases and Vocabulary

Presentational Communication (Writing / Speaking)

- Write Chinese Radicals / Characters – write basic Chinese strokes and numbers 1-10
- Use Content-Specific Vocabulary - characters for seasons, weather, countries

Geography and Environmental Literacy

- Describe different environments
- Explain how people adapt to different types of weather

History/Culture

- Describe similarities and differences between themselves and others

<u>Theme</u>	<u>Goals</u> Students will...	<u>Vocabulary/Phrases</u>
Body parts	<ul style="list-style-type: none"> ● Identify the parts of the body ● Compare/contrast body parts to others' (i.e. color) 	<i>ear, eye, nose, mouth, hand, leg, feet</i> <i>I have_____.</i>
School Activities	<ul style="list-style-type: none"> ● Identify school activities ● Compare/contrast school 	<i>reading, painting, singing, dancing, swimming, playing ball</i>

	activities from one school to others around the world	<i>I like_____.</i>
Clothes	<ul style="list-style-type: none"> Identify clothing and the environment in which you wear different types of clothing 	<i>shirt, pants, shoes, socks, hat, gloves, jacket</i> <i>My_____.</i>

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

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

- *Ask your child to identify body parts, clothes and school activities*
- *Have your child draw pictures and label items and known vocabulary*
- *Practice counting objects at home and ask your child to write characters*

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 48 hours.