

Kindergarten ELA Q4 Curriculum Guide 2016-2017

Team Members: Doig & Howard-McGowan

Readers Get to Know the Characters in Books; Thinking and Talking to Grow Ideas Within and Beyond the Text (March 21-June 7)

Our fourth unit in Reader's and Writer's Workshop will focus on getting to know characters better in the books we read and how to transfer ideas from mentor texts into narrative pieces. Students will be focusing on the story elements in their books: characters, setting, problem, and solution. This unit will have an emphasis on retelling the story after we read and students will learn how to retell with key details. In writing, students will be creating a narrative piece in which they will incorporate all of the story elements they have been learning about.

Unit Topics & Objectives

Readers Get to Know the Characters in Books

Students will learn...

- Decoding Skills - How to decode words while deepening foundational literacy skills
- Main Idea - Readers are able to identify story elements (characters, setting, problem, and solution)
- Key Details - Real information from text; talk about key details
- Distinguishing Between Genres - Differences between Nonfiction and Fiction texts

Writing as a Fiction Author

Students will be able to...

- Revising/Editing Texts - Revise thoughts by adding more
- Structure -
 - Create a realistic fiction story similar to stories read
 - Collect details to support the big idea or picture
 - Follow the writing process independently
- Development/Elaboration -
 - Infer, noticing why characters and stories change
 - Writing with details to give our reader a full story about our character
 - Implementing what we have learned from reading and word study into our writing

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.

Stephanie Doig: sdoig@charlottelabschool.org

Larsee Howard-McGowan: lhoward-mcgowan@charlottelabschool.org

Kindergarten Math Q4 Curriculum Guide 2016-2017

Team Members: Byrum & King

Unit #4 - Adding, Subtracting, Creating 3D Shapes, Solving Story Problems, Measurement & Place Value (March 21-June 7)

This unit is designed to give students the tools necessary to be able to fluently add to 10 and subtract from 5. 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 difference, 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>
Number, Operations and Algebraic Thinking		
Understanding Place Value	<ul style="list-style-type: none"> Through picture and number representations, separate a set of 11-20 objects and beyond into groups of tens and ones 	<i>Tens, ones, ten frames</i>
Adding Numbers	<ul style="list-style-type: none"> Fluently & quickly add 0-10 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>
Story Problems	<ul style="list-style-type: none"> Solve story problems by breaking the information into parts to find the whole using pictures and equations Recognize symbols in story problems 	<i>Picture representation, equation</i>

Geometry		
Composing and Comparing 2D & 3D Shapes	<ul style="list-style-type: none"> • Create 3 D shapes and describe how their attributes differ from 2D shapes 	<i>Sides, corners, vertices, faces, Cylinder, cone, prism, cube, sphere</i>
Data Collection & Measurement		
Classifying Objects	<ul style="list-style-type: none"> • Classify objects into given categories through sorting, graphing and recognizing patterns 	<i>Bar graph, venn diagram, picture graph</i>
Measurement	<ul style="list-style-type: none"> • Compare 2 objects with a measurable attribute in common • Describe differences between the two 	<i>Length, width, height, ruler, tape measure, nonstandard units of measure (hands, feet etc...)</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. Fourth quarter curriculum will incorporate the *Mathletics* software to support small group work.

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 fluently (without fingers and picture representations) to 10 and beyond depending on math level of student
- Practice subtracting fluently (without fingers and picture representations) from 5 and beyond depending on math level of student
- Practice counting to 100 by 1s, 2s, 5s, 10s
- Pose written or oral story problems and ask your child to tell whether they should apply addition or subtraction

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

Mary Royall Byrum: mbyrum@charlottelabschool.org

Elizabeth King: eking@charlottelabschool.org

2016-2017 Quarter 4 Kindergarten Quest

Caring for a Garden

Ms. Byrum



The Challenge

In this fourth quarter Quest, students will create and care for a Kindergarten 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 three of Tony Wagner’s Seven Survival skills:

- **Collaboration Across Networks & Leading by Influence:** Interacting, Relating, Affecting
- **Agility & Adaptability:** Adjusting/Improving, Accepting/Willing, Awareness
- **Accessing & Analyzing Information:** Evaluating, Formulating/Hypothesizing, Drawing evidence/ conclusions

Weekly Timeline

Big Ideas / Targets	Teaching Points
What Do Plants Need to Survive?	<ul style="list-style-type: none"> ● What happens to seeds? ● List different types of plants ● Diagram plant life cycle
Planting (Round 1)	<ul style="list-style-type: none"> ● Plastic bag seed germination ● Create a “Plant Measurement & Observations” book ● Begin recording daily changes
Planting (Round 2) & Earth Day Activities	<ul style="list-style-type: none"> ● Research the best ways to care for plants ● Investigate different types of gardens ● Group container planting
Plant Life Cycle	<ul style="list-style-type: none"> ● Plants throughout the 4 seasons ● Create a book on plant life cycles
Healthy Environment Happy Producers	<ul style="list-style-type: none"> ● How does our behavior affect the environment? ● Plant observations cont’d ... ● Healthy living
Reduce, Reuse, Recycle	<ul style="list-style-type: none"> ● Collect examples of each ● Environmental causes & effects ● How can we incorporate these 3 concepts into our daily lives?
Exploring Other Gardens in Our Neighborhood	<ul style="list-style-type: none"> ● What can we learn from our neighbors? ● How would you design your ideal garden & what types of plants would you grow?
Our Garden: Investigations & Results	<ul style="list-style-type: none"> ● Analyze data from our plant journal ● Investigate with magnifiers, scales & rulers ● Examine our results (What could we do better next time?)
Present Our Garden to Parents	<ul style="list-style-type: none"> ● Final journal observations ● Prepare for the presentation of our garden

World Languages & Cultural Studies (Novice Mid Spanish)

Q4 Curriculum Guide 2016-2017

Team Members: Salas & Benitez

Quarter #4 - Change Over Time (March 21-June 7)

In this quarter, students will learn and explain how people change over time, the impact of how life events bring change, how seasons change over time, and affect our environment. They will also learn how jobs benefit people and the community by spending money to meet their basic needs and wants. Students will explore how the economy is a diverse, mutually supportive web of producers and consumers, supply and demand, and trade and bartering with other countries.

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 24 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 using interrogative sentences in 2- to 3- words phrases when presenting
- Comprehensibility - is understood when speaking and presenting information

Economics and Financial Literacy

- Explain how families have needs and wants and how jobs help people meet their needs.
- Give examples of ways in which businesses in the community meet the needs and wants of consumers.
- Explain why people and countries around the world trade for goods and services.
- Explain how money is used for saving, spending, borrowing and giving.

History and Culture

- Explain how people change over time and the impact of how life events bring change
- Explain how and why neighborhoods/ communities change

Students will understand and use the following vocabulary words:

necesidad, deseo, bienes, servicio, dinero, cambios, tiempo, productores, consumidores, vecindario, comunidad, familia

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.

Astrid Salas - msalas@charlottelabschool.org

Elizabeth Benitez - ebenitez@charlottelabschool.org

Kindergarten World Language & Cultural Studies (Chinese)
Q4 Curriculum Guide - 2016-2017, Liao (lliao@charlottelabschool.org)

Quarter #4 - Weather, Seasons & School (March 21 - June 7)

In this unit, students will learn how to describe the weather conditions and name the seasons; also, students will learn how to name the objects in the classroom and to use the positional words. In addition to speaking and listening, students will continue to practice writing the basic strokes and numeric characters. Finally, students will continue to learn the simple Chinese characters.

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

Topic	Goals	NC Social Studies Essential Standards
Weather	Students will learn how to say the weather. Vocabulary: <i>sunny, raining, cloudy, snowy, hot, cold, not cold not hot</i> Sentence: <i>Today is _____. I feel _____.</i>	Geography and Environment
Seasons	Students will learn how to say the four seasons. Vocabulary: <i>spring, summer, fall, winter</i> Sentence: <i>Now it is _____</i>	Geography and Environment
School/ Classroom	Students will learn how to say the objects in the classroom and to use the positional words. Vocabulary: <i>classroom, glue, table, chair, TV, whiteboard, color marker, color pencil, crayons, tissue, above, beneath, left, right</i> Sentence: <i>There are _____ in the classroom.</i>	Geography and Environment
Writing	Students will continue to practice the Chinese strokes and numeric characters	
Reading	Students will learn to recognize the simple Chinese characters	

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 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. 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 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. 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.

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