

Kindergarten ELA Unit Overview – Quarter 4

<p>Reading Unit 7: Readers Use All of Their “Tricks and Tools” in their Backpacks When It Comes to Tricky Parts</p>	<p>Writing Unit 8: Author As Mentor</p>
<p>Unit Overview: In this unit, students will spend more time reading independently to promote reading success for future years. They will learn more strategies to use while they are reading including word solving, cross-checking, self-correcting and making meaning. Teachers will model how readers use their strategy toolbox to make meaning when reading (e.g. finding the main idea, asking and answering questions, etc.). Readers will learn to persevere when they come to “hard parts” during reading. Strong foundational skills of having letter/sound correspondence, learning vowel patterns for short and long vowels and fluency with high frequency words will be a focus.</p>	<p>Unit Overview: This unit is designed to help students transition back into writing personal narratives and small moments. Students will focus generating ideas of topics from their own lives. It will also help them select the most important or memorable parts of those times to zoom in on and tell more about what they were doing, how they were feeling, what others we doing and saying etc. Teachers will help their students begin to look at a book through the eyes of a writer. They will learn how to use an author or favorite book to study the author’s processes, techniques or craft moves to see what makes their books so engaging.</p>
<p>Reading Unit 8: Readers Put Themselves in the Place of Characters and Perform Books</p>	<p>Writing Unit 9: Persuasive Writing of All Kinds</p>
<p>Unit Overview: The purpose of this unit is to have students see themselves as the readers they are and to begin to realize they have preferences in books and characters. Students will be exposed to a variety of books that feature people or animals that act like people so they can study the characters and role play/pretend to be these characters. They will do character studies so they will be able to really compare characters. Students will study the different traits characters have and use text and illustrations to prove their thinking.</p>	<p>Unit Overview: This unit will focus not just on how to write, but also why to write. There is a heavy emphasis on teaching students to write for real purposes and to a real audience. Students will learn that they can write to make their classroom, their school, and the world around them into a better place. They will learn to state a topic and then state their opinion about that topic. They will notice problems around them and learn to how to make suggestions for how that problem could be solved. Kindergartners will begin with writing signs, songs, and petitions and then they will move into writing letters and conclude the unit with an informal speech about problems they see in the classroom, school, and world.</p>
<p>Reading Unit 9: Readers Share Their Reading Across Genres</p>	
<p>Unit Overview: This final unit is all about the gift of reading. Students will give the gift of reading to all the people who matter to them. They will think about who these important people are and purposely choose types of books they would like to hear. Students will use their knowledge of the different types of texts read throughout the year and their characteristics so they can make the best choices possible.</p>	

ELA Common Core Reading Standards:

Note: Focus Standards on Elementary Report Card are bolded.

Key Ideas and Details

- RLK.3 With prompting and support, identify characters, settings, and major events in a story.
- RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- RLK.4 Ask and answer questions about unknown words in a text.
- RLK.5 Recognize common types of texts (e.g., storybooks, poems).
- RIK.4 With prompting and support, ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas

- RLK.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**
- RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text and illustration depicts).
- RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.
- RIK.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Foundational Skills

- RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- b. Count, pronounce, blend, and segment syllables in spoken words.
- RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**
- c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (e.g., analogies or changes in onset and rime: can/man)**

ELA Common Core Writing Standards:

Note: Focus Standards on Elementary Report Card are bolded.

Text Types and Purposes

- WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).
- WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**

Production and Distribution of Writing

- WK.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Language

- LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

The standards below may be observed and assessed within any content area throughout the day.

SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.

LK.5d With guidance and support from adults, explore word relationships and nuances in word meanings. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Dear Parents,

We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.

Sincerely,

Your Child's Teacher

Unit Name:

Addition and Subtraction within 10

Common Core State Standards:

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.5 Fluently add and subtract within 5.

Essential Vocabulary:

- Join (addition)
- Separate (subtraction)
- Story Problem
- Partners

Unit Overview:

In this unit, students will understand that addition is putting together and subtraction is taking apart or taking from. Students will use objects, fingers, drawings to represent addition and subtraction story problems. To master this developmental milestone, students will need multiple experiences with objects and drawings to anchor mental images. Though these experiences students will begin to see that a set of objects (5) can be broken into sub-sets (3 and 2) and still remain a total amount (5). Students will also see a set of objects can be broken multiple ways (3 and 2; 4 and 1). After multiple experiences with objects and drawings, students will move toward fluency. Fluency is the student drawing on their previously established mental images to quickly provide an answer. Students are only expected to be fluent when adding and subtracting up to five. Students will begin to build their foundation and experiences for ten being a “friendly number.” Students will use manipulatives and ten frames to identify how many they have and how many more are needed to make ten. Through multiple experiences, students will begin to identify which “partners” continue to show up when making ten. This will help transition them to fluently identify how many they have and how many more are needed. It is not effective for students to skip establishing mental images and only use flash cards or oral recall.

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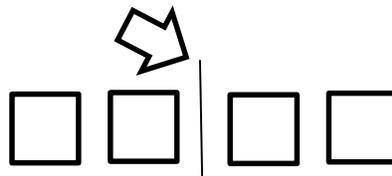
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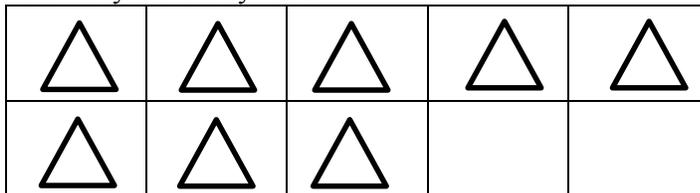
Strategies/Skills:

As students are being introduced to this new unit, students will need multiple experiences with manipulatives and drawings to develop mental images. After multiple experiences students will begin to draw upon these mental images as they see the numerals being put together and taken apart, therefore moving toward fluency.

As we are mastering "partners," students will use a break-a-part stick to break the set into a smaller subset.

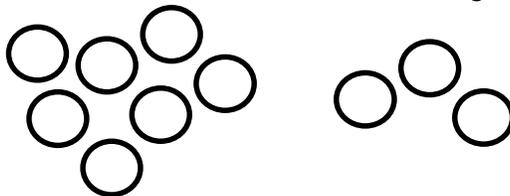


When making a ten students will utilize a ten frame to help organize how many they have and clearly see how many more they need.



Students will say, "I have 8 and need 2 more."

Students will then move toward the think addition strategy (still utilizing objects). Objects being used will move away from a ten frame and into a scattered arrangement.



Students will say, "I have seven, I need 3 more."

Video Support:

Video support can be found on The WCPSS Academics YouTube Channel.

- <http://tinyurl.com/WCPSSAcademicsYouTube>
 - [ES K Math Partners](#)
 - [ES K Math Story Problems](#)

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Additional Resources:

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

- [NCDPI Additional Resources](#)
- When You Subtract With a Pirate <https://www.youtube.com/watch?v=QkPa9V2wtZs>
- When You Add With a Pirate https://www.youtube.com/watch?v=WT_wvvEvkw4

Questions to Ask When Helping Your Child with Math Homework

Keep in mind that homework in elementary schools is designed as practice. If your child is having problems, please let the classroom teacher know. When helping your child with his/her math homework, you don't have to know all the answers! Instead, we encourage you to ask probing questions so your child can work through the challenges independently.

- What is the problem you're working on?
- What do the directions say?
- What do you already know that can help you solve the problem?
- What have you done so far and where are you stuck?
- Where can we find help in your notes?
- Are there manipulatives, pictures, or models that would help?
- Can you explain what you did in class today?
- Did your teacher work examples that you could use?
- Can you go onto another problem & come back to this one later?
- Can you mark this problem so you can ask the teacher for an explanation tomorrow?

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Unit Name: Describing Attributes

Common Core State Standards:

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Essential Vocabulary:

- Length
- Weight
- Heavy
- Long
- More of
- Less of
- Same
- Longer
- Taller
- Shorter
- Small
- Big
- Rough
- Smooth
- Bumpy
- Flat
- Round

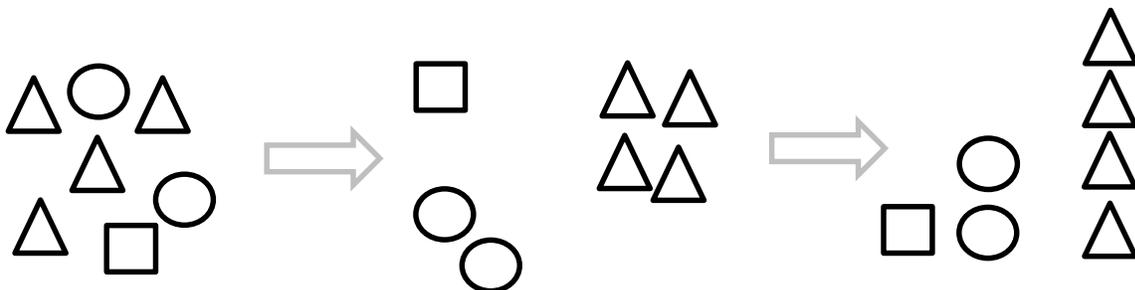
Unit Overview:

In this unit, students will use precise language to describe and compare measurable attributes. For mastery in K.MD.1, students will describe measurable attributes of objects (length, weight, size) using precise language. Students will move from claiming their object is the “biggest” without any proof to distinguishing, labeling and describing several measurable attributes of an object. In K.MD.2, students will use beginning and ending points to directly compare two objects placed next to each other.



Students will say, “The black block is longer than the white one.”

In K.MD.3, students will work with sorting various objects to find their similarities and differences. Once the objects are sorted, the student will count the amount in each set and then order the sets of objects by the amount in each set. This standard will build the foundation to look at data collection (graphs).



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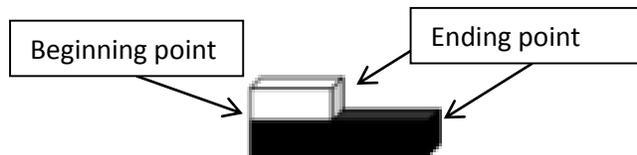
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Strategies/Skills:

Students will need to make direct comparisons between two objects. They will need to identify a beginning point and an ending point of each object to determine which object is longer, shorter or if they are the same.



Video Support:

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- <http://tinyurl.com/WCPSSAcademicsYouTube>
 - [ES K Math Describing Attributes](#)

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**WCPSS Parent Resources
Science & Social Studies 4th Quarter
2015-2016**

Kindergarten Science		Kindergarten Social Studies			
Unifying Theme	Animals 2X2		Unit	“What’s Around Me?”	
Standards	K.L.1 K.L.1.1 K.L.1.2	K.P.1 K.P.1.1 K.P.1.2	Key Ideas	K.G.1 Use geographic representations and terms to describe surroundings.	
Unit Concept	Big Idea: Animals have similarities and differences. They also have basic needs such as food, water, and shelter.		Standards	K.G.1 K.G.1.1 K.G.1.2 K.G.1.3 K.G.1.4	
Lesson Storyline	<u>Animals 2X2</u>		Helpful Links	<u>Essential Standards Unpacked</u>	<u>Video Sample</u>