

Kindergarten Units at a Glance 2020-2021- Priority Standards Focus

Subject	September- October	November-January 14th	January-February	March-April	
<p>Literacy <i>*Foundational Skills</i> As stated in the DOE Priority Learning Standards Overview, teaching foundational skills is paramount in grade K-2. Particular foundational literacy standards should NOT be singled out or identified. Thus, FUNdations curriculum will be covered in full progression, including all lessons focusing on Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.</p> <p>Standards: RF1, RF2, RF3, L1</p>	<p>Lions Quest: Skills for Growing</p> <p>Unit 1: Building a School Community</p> <ul style="list-style-type: none"> • Meeting New Faces • Being Polite • Rules for Caring and Sharing • Happy Helpers • Classroom and School Rules • Establishing Daily Routines <p>Unit 2: Growing as a Group</p> <ul style="list-style-type: none"> • Getting to Know Each Other • Learning Our Names • Working Together • Feelings <p>Integration of Social Studies Unit 1</p> <p>Benchmark Assessments</p> <p>Standards: SL1, SL2, SL3, RF4</p>	<p>ReadyGen Unit 1 (Big Idea: Home, Characters Setting) Fiction</p> <p>(Anchor Text: A House for Hermit Crab by Eric Carle)</p> <p>Enduring Understandings: Readers understand that there is a relationship between illustrations and words; Writers understand that pictures and words help tell a story; Learners understand that home is an important concept to all living species.</p> <p>Essential Question: How can writers use both illustrations and words to tell a story?</p> <p>Module Goals: Readers will identify characters, settings in a story; Writers will be able to identify characters, setting in their own writing using a combination of drawing, dictating, and writing; Learners will recognize the importance of “home” to every living thing.</p> <p>Performance Task: “Animals and Homes” Students will select an animal character and draw/write about an appropriate setting. Students will explain why the setting is appropriate for the animal.</p> <p>Standards: RF1, RF4, R1, R7, R8, SL1, SL2, SL3, W2, W3, L4</p>	<p>ReadyGen Unit 2 (Big Idea: Change, Sequencing, Retelling) Fiction</p> <p><i>Understanding Then and Now</i></p> <p>(Anchor Text: The Little House)</p> <p>Enduring Understandings: Readers understand the connection between the illustrations and words; Writers understand that illustrations and words are used to narrate an event and tell a story; Learners will explore content to understand that there are similarities and differences between then and now.</p> <p>Essential Question: How can retelling help readers understand stories?</p> <p>Module Goals: Readers will retell what a text is about using different strategies (Example: beginning, middle, and end)</p> <p>Performance Task: Students will sequence events from a story.</p> <p>Standards: RF4, R1, R2, R4, R7, R8, SL1, SL2, SL3, W3, L2 L4</p>	<p>ReadyGen Unit 4 (Big Idea: Culture) Fiction</p> <p><i>Learning About Each Other and the World</i></p> <p>(Anchor Text: I Love Saturdays y domingos)</p> <p>Enduring Understandings: Readers understand that characters have similar experiences in different stories; Writers understand that narratives are based on real or imaginary experiences; Learners will explore content to understand that families and communities from different cultures share characteristics and experiences.</p> <p>Essential Question: How do readers text and illustrations to compare and contrast characters' experiences?</p> <p>Essential Question: What words do writers use when they are comparing and contrasting?</p> <p>Module Goals: Readers will compare and contrast characters and their experiences in stories; Writers will use pictures and words to narrate a story depicting an experience; Learners will explore content to understand how cultures blend in families and communities.</p> <p>Standards: R1, R2, R4, R7, R8, SL1, SL2, SL3, W1, W3, L2 L4</p>	<p>ReadyGen 6 (Big Idea: Communities) Nonfiction</p> <p><i>Exploring Communities</i></p> <p>(Anchor Text: Neighborhood Walk:City)</p> <p>Enduring Understandings: Readers will understand that after reading helps readers make meaning. Learners will understand that after reading helps readers make meaning. Learners will understand that after reading helps readers make meaning.</p> <p>Essential Question: How do readers identify characters in pictures and words to express an opinion?</p> <p>Module Goals: Readers will, with support, identify and describe major events in a story. Writers will, through a combination of drawing and writing compose an opinion about a text. Learners will explore content to understand about ways people participate in their neighborhoods and communities.</p> <p>Standards: R1, R2, R4, R7, R8, SL1, SL2, SL3, W1, W2, L2 L4</p>
	<p>Time spent on math topics will vary, as each topic has a different number of lessons</p>	<p>Time spent on math topics will vary, as each topic has a different number of lessons</p>	<p>Time spent on math topics will vary, as each topic has a different number of lessons</p>	<p>Time spent on math topics will vary, as each topic has a different number of lessons</p>	<p>Time spent on math topics will vary, as each topic has a different number of lessons</p>
<p>Math</p>	<p>Domain: Counting and Cardinality Chapters 1-4 (Number and Operations)</p> <ul style="list-style-type: none"> • Model and count 1-10 with objects • Represent 1-10 with number names and written numerals • Use matching and counting strategies to compare sets with the same number of objects and when the number of objects in one set is greater or less than the number of objects in the other set. • Make a model to solve problems using a matching strategy • Use a counting strategy to compare sets of objects • Use a drawing to make 10 from a given number • Count forward to 10 from a given number • Solve problems by using the strategy make a model <p>Essential Questions:</p>	<p>Domain: Operations and Algebraic Thinking Chapters 5-6 (Number and Operations)</p> <ul style="list-style-type: none"> • Use expressions to represent addition & subtraction within 5 • Use expressions to represent addition & subtraction • Solve problems by using the strategy act it out • Use objects and drawing to solve addition & subtraction word problems within 5 • Use a drawing to find 10 from a given number and record the equation • Solve addition (within 5) & subtraction word problems (within 10) and record the equation <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you show addition? • How can you show subtraction? 	<p>Domains: Number and Operations in Base 10...& Counting and Cardinality Chapters 7-8 (Number and Operations)</p> <ul style="list-style-type: none"> • Use objects to decompose the numbers 11 to 15 into ten ones and some further ones. • Represent 11 to 20 objects with number names and written numerals. • Solve problems by using the strategy draw a picture. • Model and count 20 with objects • Count forward to 20 from a given number • Solve problems using the strategy make a model • Know the count sequence when counting to 100 <p>by ones</p>	<p>Domain: Geometry Chapters 9-10 (Geometry & Positions)</p> <ul style="list-style-type: none"> • Identify and name two dimensional shapes (circles, squares, rectangles, triangles) • Describe attributes of two dimensional shapes (circles, squares, rectangles, triangles) • Analyze and compare 3D shapes by attributes • Identify, name and describe 3D shapes (spheres, cubes, cylinders) • Solve problems using the strategy logical reasoning <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you identify, name and describe two-dimensional shapes? • How can identifying and describing shapes help you solve problems? 	<p>Domain: Measurement and Data Chapters 11-12 (Measurement)</p>

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	<ul style="list-style-type: none"> • How can you show, count, and write numbers 0-10? • How can building and comparing sets help you compare numbers? • How can you show and compare numbers to 10? <p>Standards: NY-K-CC 1-3,</p>	<p>Standards: NY-K.OA 1-5</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you show, count, and write numbers 11-19? • How can you show, count, and write numbers to 20 and beyond? <p>Standards: NY-K.NBT</p>	<ul style="list-style-type: none"> • Directly compare the lengths, heights & weights, of two objects • Solve problems using the strategy draw a picture • Describe several measurable attributes of a single object • Classify and count objects by color, shape, size • Make a graph to count objects that have been classified • Read a graph to count objects that have been classified • Solve problems using the strategy logical reasoning <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can comparing objects help you measure them? • How does sorting help you display information? <p>Standards: NY-K.G 1-3, NY-K.MD 1-2, NY-K.MD 3-4</p>
<p>Social Studies</p>	<p>Unit 1: School and School Community</p> <p>Essential Question: What is a school and what does it mean to be a good citizen of a school community.</p> <ul style="list-style-type: none"> • The school and the classroom community • Community geography <ul style="list-style-type: none"> • Citizenship and communities <ul style="list-style-type: none"> • Understand how maps help people find locations • Describe what landforms and bodies of water are in the United States <p>Standards: NYSSSL Geography 3.1 *Unit also covers the Next Generation Priority Standards for Reading, Writing, Speaking & Listening, and Language</p>	<p>Unit 2: Self and Others</p> <p>Essential Question: How are people unique?</p> <ul style="list-style-type: none"> • Identify and Diversity • Characteristics of people • Developing identity • Self as learner <p>Developing Civic Awareness</p> <p>Lions Quest: Skills for Growing Unit 3: Making Positive Decisions</p>	<p>Unit 3: Families</p> <p>Essential Question: Why are families important?</p> <p>Family structure Family History</p> <p>Lions Quest: Skills for Growing Unit 4: Growing Up Drug Free</p>	<p>Unit 4: The Neighborhood</p> <p>Essential Question: How do neighborhoods meet our needs?</p> <ul style="list-style-type: none"> • People and neighborhoods • School and neighborhood study <p>Lions Quest: Skills for Growing Unit 5: Celebrating You and Me</p>