



Kindergarten Language Arts – Reading 2nd 6 Weeks Curriculum Corner

	1 Oct 2-6	2 Oct 9-13	3 Oct 16-Oct 20	4 Oct 23- Oct 27	5 Oct 30- Nov 3	6 Nov 6- Nov 10
Genre	Expository	Fiction	Fiction	Expository	Expository	Fiction
Big Idea	Activating Schema/Connections	Activating Schema/Connections	Activating Schema/Connections	Activating Schema/Connections	Activating Schema/Connections	Activating Schema/Connections
Target Skill	Compare & Contrast	Understanding Characters	Understanding Characters	Details	Text and Graphic Features	Story Structure
Word Work	Blend Onset & Rime Letters: b, i Sight Word: see, big, not	Blend/Seg. Onset/Rime Letters: g, r Sight Word: we, in, up	Blend/Seg. Onset/Rime Letters: d, o Sight Word: can, it, funny	Blend/Seg. Onset/Rime Letters: x, j Sight Word: a, one, run	Blend Phonemes Letters: e, h, k Sight Word: to, jump, little	Blend Phonemes Letters: u, l, w Sight Words: Review
Oral Vocabulary	drift, ripen, scurry, sizzle, whisper, whistle	foolish, frowns, ruffled, special, treasures, tropical	backward, beat, leap, strange, wiggle, zigzag	early, weeds, community, cement, vacant, welding	add, fluffy, fresh, grinned, moment, shyly	Review
Selection Vocabulary	aware, senses, sight, touch	chatter, coo, snore, squawk	colony, rustling, slithers, startles	sputter, twirl, travelers, patrol	hurry, sneaky, pounced, tricky	Review

Fun Ways to Practice at Home



Activating Schema: “Activating schema” is a fancy way to say that a person is using his prior experience or what he already knows about a topic to help him better understand what has been heard or read. This is easy to support at home no matter how much time you have to prepare.

How you can help your student activate schema:

- **Low-Prep:** Just talk about what your child knows about a subject before you read the text. *What do you know about ___?*
- **Medium-Prep:** Gather several photos related to the topic of the book. Use your five senses to talk about the pictures. Talk about how they might connect to the book.
- **High Prep:** Create a box or bag filled with items that relate to the subject of a text. Talking about one item at a time, use your five senses to talk about the items. Talk about how they might connect to the book.

Genre

Fiction: Writing that is NOT TRUE or NOT REAL. It tells a story with characters, setting, events, and a problem and solution.
Expository: Expository writing is informational in nature and explains or describes that which IS REAL by using main ideas, details, and other text features.

How you can help your student understand fiction stories, and expository text:

- Talk about the genre of each book you read.
- **Easy questions to ask about fiction:**
 - Read the title of the book. How does the title help you to know something about the character/story?
 - Who is this story about? How are they related?
 - What happened to them at the beginning, middle, and end of the story?
 - Did they have a problem? What was it and how did they solve it?
- **Easy questions to ask about nonfiction or expository text?**
 - What are three things you learned about ___?
 - Find a photo in the book. What does it tell you about ___?
 - What do you think the main idea is?



Word Work: Blending Onsets & Rimes -
 An *onset* is the first unit of sound in a word. The *rime* is the rest of the word.
Example: /d/ (onset) + /og/ (rime) = *dog* (whole word)

How you can help your student with onsets & rimes?

- Make it FUN! Playing a game is always more appealing than homework.
- Guess what I am making for dinner.../s/ + /oup/ = soup
- Use pictures & traffic signs...Look! He has a /sm/ + /ile/ on his face! What the word? (smile) See that sign? It tells us to /st/ + /op/! What do we have to do? (stop)
- **Note:** Do not spell the word parts with letter names. Be sure you are saying the sounds /s/ and /oup/.

Vocabulary: 4 Steps for Building Your Child’s Vocabulary!

1. Provide a kid-friendly definition.
2. Provide a kid-friendly example that makes sense in his daily life.
3. Encourage your child to come up with his own example.
4. Use your new words often at home!

Conversation Starters: How did you activate your schema at school today? Did you learn about something you were familiar with today? What did you read at school today? What kind (genre) of book is it? How do you know? Tell me what you remember about the fiction or nonfiction text. What onsets and rimes did you practice blending today? Let’s practice more!



Kindergarten Mathematics – 2nd 6 Weeks Curriculum Corner

Enduring Understanding (The Big Idea): Students analyze attributes of two-dimensional shapes to develop generalizations about their properties.

Essential Vocabulary

Vertices/Vertex	Curved	Rectangle	Square
Triangle	Circle	Attribute	

Enduring Understanding (The Big Idea): Students understand and can explain how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships and patterns within the numeration system, leading to foundations for addition and subtraction.

Essential Vocabulary

Compare	Counting forward	Counting backward	Greater than
Less than	Numeral	Quantity	Set

Enduring Understanding (The Big Idea): Students develop an understanding of measurable attributes and methods for comparing attributes.

Essential Vocabulary

Nonstandard units	Measure	Length	Capacity
Weight			

Enduring Understanding (The Big Idea): Students understand and can explain how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships and patterns within the numeration system, leading to foundations for addition and subtraction.

Essential Vocabulary

Count forward	Count back	Numeral	Greater Than
Less Than	Compare	Quantity	Set

Fun Ways to Practice at Home

 <p>Properties of 2-Dimensional Shapes Your kindergarteners are learning about shapes, which are the basis of geometry!</p> <p>How you can help your student learn about shapes?</p> <ul style="list-style-type: none"> ➤ Use the language of geometry. <ul style="list-style-type: none"> ○ Describe objects by their shape when you talk with children. “You found a square piece of fabric.” ○ Use words such as straight, curved, vertex/vertices. ○ Look at artwork together and talk about how the artist used lines and shapes. Help children recognize lines and shapes in their own drawings. ➤ Play with geometry. <ul style="list-style-type: none"> ○ Have children make shapes with their bodies. ○ Invite children to draw things they see inside and outside based on their shape. <p>Counting Forward and Backward to at Least 20: Students will learn how to count forward and backward to/from 20. They will need to be able to do so with and without objects. They also need to be</p>	<p>able to describe the next number as being “one more.”</p> <p>How you can help your student with counting forward and backward to 20? Stuck in line? Make every minute count!</p> <ul style="list-style-type: none"> ➤ Count how many people are in line in front of you and behind you. What happens when someone else comes in? Then you have “one more!” What happens when one person finishes? That’s right, you have “one less.” <p>Measurement: Students should be able to identify a measurable attribute such as length, capacity, and/or weight of an object. For example, a piece of string has the measurable attribute of length. A bag of candy has the measurable attributes of length, capacity, and weight because the height of the box can be measured as well as the amount of cereal it takes to fill the bag, and the heaviness of the bag can be weighted.</p>	<p>How you can help your student with Measurement?</p> <ul style="list-style-type: none"> ➤ Use the language of measurement. <ul style="list-style-type: none"> ○ Introduce your child to words such as weight, length, and capacity. (Length – how long; Weight – how heavy; Capacity – how much something can hold) ○ Ask your child questions like, “Which spaghetti noodle is longest?” ○ Use measuring utensils in the kitchen. ○ Ask questions like this about the picture – <ul style="list-style-type: none"> ▪ What would you be measuring if you measured the cereal box? ▪ Which is shorter, the box or the bowl? ▪ Which holds more, the box or the bowl? ▪ Which is heavier, the spoon or the bowl? ➤ Play games together that use measuring skills. <ul style="list-style-type: none"> ○ Join your child in games that increase awareness of distance such as beanbag toss, relay races, or even Candyland.
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Conversation Starters: What shapes did you find in school today? Can count how many bites of ____ are on your dinner plate? Let’s see what we can measure around the house!

