

Kindergarten Language Arts – Reading 3rd 6 Weeks Curriculum Corner

	1	2	3	4	5 2 weeks	6
Genre	Expository	Expository	Fiction	Expository	Fiction	Expository
Big Idea	Sensory Images/Retelling	Sensory Images/Retelling	Sensory Images/Retelling	Sensory Images/Retelling	Sensory Images/Retelling	Sensory Images/Retelling
Target Skill	Compare & Contrast	Compare & Contrast	Conclusions	Author's Purpose	Cause/Effect	Sequence of Events
Word Work	Final Sound Letters: v, z Sight Words: come, me, here	Blend Words/Phonemes Letters: y, q Sight Words: with, my, they	Middle Sound Review letters Sight Words: you, what, but	Middle Sound Review letters Sight Words: did, eat, get	Beginning Consonant Blends Sight Words: are, now, so	Beginning Consonant Blends Sight Words: Review
Oral Vocabulary	Scatter, bloom, peck, store, speckled, tracks	Guard, huddle, nodded, pasture, silent, stampede	Pattern, daily, herd, several, muscles, usually	Pattern, daily, herd, several, muscles, usually	Burrow, desert, lodge, patient, shade, soaring	Dazzling, distance, gazing leaned, planet, tunnel
Selection Vocabulary	Glistens, local, jive, orchard	Wisely, drifted, gathering, swirled	Everywhere, salamander, nature, surrounded	Everywhere, salamander, nature, surrounded	Idle, scampers, lounging, timid	Fireball, thinner, beautiful, misty

Fun Ways to Practice at Home



Retelling: Kindergarten students will get better and better at retelling what they have read about as the year goes on. By the end of the year, students should be able to retell a short text in order to demonstrate reading comprehension.

How you can help your student retell or summarize what they have read?

A strong retelling of a **fictional story** should include the **main characters, the setting, and important events from the beginning, middle, and end of the story in order.** In class, they will use their hand or a glove to help them remember the important parts of a strong retelling.

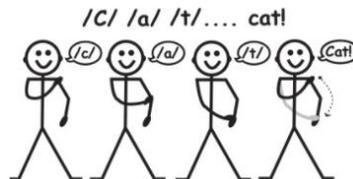
When **retelling expository text, or nonfiction**, students will need to include a main idea with important facts and details. The main idea tells what the text is mostly about and the details tell more about the main idea. Since Thanksgiving is coming up, use the body of a turkey to represent the main idea and the tail feathers for the supporting details!



Word Work: Phonemic awareness is the ability to hear all of the sounds in a word. When segmenting word sounds, students do not need to identify the letter, they are only identifying the sounds they hear. For example, in the word *dog* you hear three sounds /d/ - /o/ - /g/. Middle Sounds are sometimes the hardest sounds in a word to hear and pull out. Kindergarten student sometimes want to attach it to the beginning or the ending sound. Here are some ways to practice identifying the middle sounds in simple words.

How you can help your student identify middle sounds?

- Add movement! Touch 1 part of your body for each sound.
- Another option is to just use your arm.



f a s t

- Be sure to emphasize what sound is heard in the middle.

Sensory Images: Creating sensory images is a strategy readers use to think more deeply about a text. It is when a reader combines their schema and the information in the text to create an image in their mind. This image can represent all of the five senses (sight, smell, taste, sound, touch or feeling). When readers make sensory images as they read, it helps them understand and enjoy the story more. It is as if you are experiencing the text as it is happening and it is hard to stop reading.



How you can help your student create sensory images while they read?

As you read each day with your child, look for opportunities to highlight the sensory images found in the story. Ask questions/make comments like these –

- Wow! The picture that just popped into my head looks like...!
- What do you think that looks, smells, feels, tastes, or sounds like?
- Talk about descriptive words and find examples of them at home to make them more concrete.
- Talk about how your mental images change in the story.
- Draw or act out stories.

Conversation Starters: Can you retell the events of your day today? Practice segmenting words related to dinner, home, family, etc...Talk about your five senses over the holidays! What smells so good? Do you hear the music? How does it make you feel? If you are getting dressed up, talk about how the fabric feels. Does it have a special texture?



Kindergarten Mathematics – 3rd 6 Weeks Curriculum Corner

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 cuenta adelante	Count back contando hacia atrás	Numeral Número	Greater Than Mayor que
Less Than Menor que	Compare comparar	Quantity cantidad	Set conjunto

Enduring Understanding (The Big Idea): Students understand and can explain and represent addition and subtraction situations in order to solve problems.

Essential Vocabulary

Combine/Join Combiner/uniendo	Addition adición	Subtraction sustracción	Sum sumar
Separate separar	Number pattern patrón numérico	Compose componer	Difference diferencia
Decompose descomponer	Number sentence oración numérica	Equal igual	

Fun Ways to Practice at Home



Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. You do not need a worksheet to know if your child has mastered this skill! Students should

be able to count a set of objects and determine that the last number they counted represents the quantity of the set. For example, there are eight cones in the picture above. If the cones are rearranged so that cones with matching colors are next to each other, the student should understand and realize the set still contains 8 cones regardless of their placement.

How you can help your student understand that the number stays the same even when the order is changed?

- Count everything in sets during the holidays! Remember to vary the size of groups all the way up to 20 items. Rearrange them and count again. Do you get the same number?
 - Things to count in the kitchen – settings at the dinner table, cherry tomatoes for the salad, chocolate chips in the cookies, cookies in the cookie tins, etc...
 - Things to count in the laundry – towels, socks, tops, bottoms, etc...
 - Things to count on the tree – balls, stars, snowflakes, etc...
- Practice reading and writing the numeral and the number word. For example, in the picture above, the quantity of cones can be written *8* or *eight*.

Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20:

How you can help your student generate sets up to 20?

- Continue the conversations you had when you counted the items in the column on the left and change the quantity of the set by adding more or removing some. Have your child tell you the new number. Draw that many shapes (circles, stars, etc...) to represent the set on paper.
- Give your child a number and ask them to create a set of objects that is more or less than that number. Have your student draw shapes to represent the set that they made and write the numeral number beside them.
- Give your child two sets of objects (up to 20) that are unequal. Have your child verbally explain why they are NOT equal.
- Alternatively, create two sets that are equal and have your student explain why they ARE equal.



- Look at this set of ornaments.
 - Draw a set that has more than the number shown here. Write the number.
 - Draw a set that has less than the number shown here. Write the number.

Model the action of joining to represent addition and the action of separating to represent subtraction.

- Use the language of addition and subtraction.
 - Adding – combining or joining
 - Subtracting – separating or taking away
- Do activities together that use real objects that can be combined to add or separated to subtract. Examples might include modeling like this first.
 - I have 5 apple slices in this bowl and 2 on the side. If I combine them, put them all in the bowl, now I have 7 apple slices in the bowl.
 - Talk about the hand motion used to put them together and explain that this is what you are doing when you add...you combine or join things together.
 - Another time start with 7 apple slices and then subtract, take away, 2.
 - Talk about the hand motion used to separate the apple slices from the rest of the group. This is what you are doing when you subtract.

Eat your math lesson when you are done!



Conversation Starters: What things did you count in school today? Let's see what we can find to count here at home!