



Curriculum Overview 2017-2018 Literacy – Grade Kindergarten (Course #5010041, #5020010, #5021020)

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Smart Centers*

YEAR AT A GLANCE

1-1 <i>Our World: Observing Objects Citizenship; Rules & Laws Narrative</i>	1-2/2-1 <i>Plants Weather Inf/Exp</i>	2-2 <i>Animals Chronological Order: Past/Present Opinion</i>	3-1 <i>Day & Night Geography Inf/Exp</i>	3-2/4-1 <i>How Things Move Opinion</i>	4-2 <i>Economics Narrative</i>
Suggested: 25-35 days	Suggested: 25-35 days	Suggested: 25-35 days	Suggested: 25-35 days	Suggested: 25-35 days	Suggested: 25-35 days
Quarter 1 – 45 Days		Quarter 2 – 45 Days		Quarter 4 – 45 Days	

Click [HERE](#) to view the
Literacy – Kindergarten LAFS Aligned Learning Goals

Click [HERE](#) to view the
Literacy – Kindergarten Curriculum Overview

Click [HERE](#) to view the
Literacy – Kindergarten ELA Standards for Excellence



Academic Plan 2017-2018
Literacy – Grade Kindergarten (Course #5010041, #5020010, #5021020)

Suggested Pacing Range:
25 – 35 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Smart Centers*

Concept Description:

Concept 1-1: Our World

By the end of this Concept students should master three of four sub-standards within the Print Concepts cluster, with the fourth standard (RF.1b) being mastered by the end of the Concept 3-3.

Standards

Language Arts Florida Standards	Science & Social Studies Next Generation Sunshine State Standards
<p>LAFS.K.RF.1.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>LAFS.K.RF.2.2a Recognize and produce rhyming words.</p> <p>LAFS.K.RF.3.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>LAFS.K.RF.4.4 Read emergent-reader texts with purpose and understanding.</p> <p>LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>LAFS.K.RI.2.5 Identify the front cover, back cover, and title page of a book.</p> <p>LAFS.K.RI.2.6 With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>LAFS.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>LAFS.K.RL.2.5 Recognize common types of text (e.g., storybooks, poems).</p> <p>LAFS.K.RL.2.6 With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.</p> <p>LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>SC.K.N.1.1 Collaborate with a partner to collect information.</p> <p>SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.</p> <p>SC.K.N.1.3 Keep records as appropriate – such as pictorial records – of investigations conducted.</p> <p>SC.K.N.1.5 Recognize that learning can come from careful observation.</p> <p>SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.</p> <p>SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing or rolling.</p> <p>SC.K.L.14.1 Recognize the 5 senses and reacted body parts.</p> <p>HE.K.C.2.4 Explain the importance of rules to maintain health. Remarks/Examples: Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.</p> <p>SS.K.C.1.1 Define and give examples of rules and laws, and why they are important. Remarks/Examples: Examples are standing in line at school and wearing a bike helmet.</p> <p>SS.K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community. Remarks/Examples: Examples are attending school and wearing a seat belt.</p> <p>SS.K.C.2.1 Demonstrate the characteristics of being a good citizen. Remarks/Examples: Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.</p> <p>SS.K.C.2.2 Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p> <p>SS.K.C.2.3 Describe fair ways for groups to make decisions. Remarks/Examples: Examples are voting, taking turns, and coming to an agreement.</p> <p>SS.K.A.1.2 Develop an awareness of a primary source</p>

<p>LAFS.K.W.1.3 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.</p> <p>LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.K.L.1.1.a Print many upper- and lowercase letters.</p> <p>LAFS.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. Remarks/Examples: Examples may include, but are not limited to, federal holidays and ethnic celebrations</p> <p>SS.K.A.2.5 Recognize the importance of U.S. symbols Remarks/Examples: Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags, the pledge of allegiance, and the national anthem.</p>
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Big Idea

Our World

Essential Outcome Questions

Science	Social Studies
<p>How can you use paper clips to measure how long objects are? What happens when you put different objects on a balance? How can you sort objects by what they are made of?</p>	<p>Why are rules and laws important? Why are rules and laws needed? What makes a good citizen? How do good citizens solve problems? How do groups make fair decisions? Why are celebrations and national holidays important?</p>

Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	<p><u>Print Concepts</u>: recognize and name all upper- and lowercase letters</p> <p><u>Phonemic Awareness</u>: rhyming words; syllables; initial sounds and sound discrimination; initial sounds; initial and final /m/; initial and final /t/</p> <p><u>Phonics</u>: /m/ spelled <i>Mm</i>; /t/ spelled <i>Tt</i></p> <p><u>High Frequency Words</u>: <i>I, am, the, little, a, to</i></p>	<p>Florida Standards Phonics Handbook</p>	
Reading Informational Key Ideas & Details	<p>With prompting and support, answer questions about key details in a text.</p>	<p><i>Reading Street,</i> Unit 1, Week 1-6</p> <p><i>National Geographic,</i></p>	

	Craft & Structure	<p>Identify the front cover and back cover of a book.</p> <p>With prompting and support, identify the author and illustrator of a text.</p>	<p>Observing Objects Florida Become an Expert Books: Objects at a Park Objects at a Fair Objects at a Party</p> <p><i>Smart Center,</i> Cultures</p> <p>Children of the World circular puzzle</p> <p><i>Florida Joint Center for Citizenship,</i> <i>FJCC lessons</i></p>	
Science		<p><u>SC.K.P.8.1</u></p> <ul style="list-style-type: none"> • select objects of the same shape (or color, temperature, weight, or texture) and put them together in a group; • identify groups of objects that contain the same sizes, shapes, temperatures, weights, or textures; • describe which observable properties (shape, color, temperature, weight, or texture) all the objects in a group share. <p><u>SC.K.L.14.1</u></p> <ul style="list-style-type: none"> • describe seeing, hearing, tasting, feeling (touch), and smelling; • identify eyes, ears, skin, the tongue, and the nose; • match eyes with seeing, ears with hearing, the tongue with tasting, skin with feeling, and the nose with smelling. <p><u>SC.K.N.1.2</u></p> <ul style="list-style-type: none"> • describe things from the natural world including, but not limited to, animals, plants, the weather and climate, foods, and so on; • use one or more of their five senses (sight, sound, smell, touch, and taste) to list the characteristics of things found in the natural world; • use all five senses to describe a single object. <p><u>SC.K.P.9.1</u></p>	<p><i>National Geographic,</i> Observing Objects</p> <p>Florida Become an Expert Books: Objects at a Park Objects at a Fair Objects at a Party</p> <p>Click HERE for Science Supplemental Materials</p>	

	<ul style="list-style-type: none"> • explain how, when a person cuts (or tears or crumples) a piece of paper into different shapes, it is still a piece of paper; • demonstrate how smashing a piece of clay (or similar substance) only changes the shape of the material and not the material itself; • identify different forms of a material as being the same material (for example, matching ripped-up pieces of paper to a full sheet). 		
Social Studies	<p>State Statute: Constitution Day is Thursday, September 17th. State Statute: Freedom Week is September 21st - 25th.</p> <p>HE.K.C.2.4, SS.K.C.1.1</p> <ul style="list-style-type: none"> • Define rules and laws • Explain why rules and laws are important • Give examples of rules and laws <p>SS.K.C.1.2</p> <ul style="list-style-type: none"> • Explain the purpose and necessity of rules and laws at home • Explain the purpose and necessity of rules and laws at school • Explain the purpose and necessity of rules and laws in the community <p>SS.K.C.2.1</p> <ul style="list-style-type: none"> • Demonstrate the characteristics of being a good citizen • Explain what happens when rules are broken <p>SS.K.C.2.2</p> <ul style="list-style-type: none"> • Demonstrate how friends can resolve conflicts as good citizens <p>SS.K.C.2.3</p> <ul style="list-style-type: none"> • Describe fair ways for groups to make decisions <p>SS.K.A.2.2</p> <ul style="list-style-type: none"> • Recognize the importance of celebrations and national holiday. <p>SS.K.A.2.5</p> <ul style="list-style-type: none"> • Recognize the importance of U.S. symbols 	<p><i>Constitution Day & Freedom Week,</i> National Constitution Center National Education Association Scholastic Kids.gov</p> <p><i>Smart Center,</i> Cultures Children of the World circular puzzle</p> <p><i>Florida Joint Center for Citizenship,</i> FJCC lessons</p> <p><i>Safari Montage,</i> The Star-Spangled Banner Statue of Liberty National Monument Washington, D.C. American Citizenship Exploring Communities: Rules & Laws School Betsy’s Kindergarten Adventures Daniel Tiger The Neighborhood: The Class Votes Bea’s Own Good: Following Rules</p> <p>Social Studies Supplemental Materials</p>	

		<ul style="list-style-type: none"> Identify the Star Spangled Banner, pledge of allegiance, and the national anthem Identify the Statue of Liberty 	
Reading Literature	Key Ideas & Details	With prompting and support, answer questions about key details in a text.	<p style="text-align: center;"><i>Reading Street,</i> Unit 1, Week 1-6</p>
	Craft & Structure	<p>Recognize common types of text (e.g., storybooks, poems).</p> <p>With prompting and support, identify the author and illustrator of a story.</p>	
Speaking & Listening		<p>Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>Confirms understandings of a text read aloud or information presenting orally or through other media by answering questions about key details.</p> <p>Ask and answer questions in order to seek help.</p> <p>Describe familiar people and places, and with prompting and support provide additional detail. Add drawings to descriptions as desired to provide additional detail.</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p style="text-align: center;">Use RI and RL text selections to include S&L tasks in lesson design</p>
Writing		<p>narrative</p> <p>Use a combination of drawing and dictating to narrate a single event or several loosely linked events.</p> <p>Tell about the events in the order in which they occurred.</p>	<p style="text-align: center;">Florida Standards Writing Guide</p>

	Provide a reaction to what happened.		
Language	<p><u>Conventions</u>: say our names; write our names; what we look like; what we can do; nouns for people and animals; nouns for places and things</p> <p><u>Oral Vocabulary</u>: first, third, fifth, second, fourth, sixth, proud, cooperation, float, preparation, creation, guide, platypus, lost, market, around, found, groceries, bakery, park, library, fire station, post office, chaperone, signals, proper, perfect, dud, pirates, fabulous, scooping, squelching, spinning, swooshing, gobbling, rumbling</p> <p><u>Vocabulary</u>: words for transportation; color words; words for shapes; location words; position words; words for sizes</p> <p><u>Handwriting</u>: (D’Nealian) A and a, B and b; F and f, G and g, write words with Hh and Ii; O and o, P and p; T and t, U and u, V and v; M and m, write words with Mm; T and t, write words with Tt</p>	<p>Florida Standards Phonics Handbook</p>	
Annual Heritage and History Month Observance	<p>September/October: Hispanic Heritage Month</p> <p>The first Hispanic Heritage Week was approved on September 15, 1968. The month gives people the opportunity to plan and participate in ceremonies and activities that recognize the contributions of the many diverse cultures within the Hispanic community. In 1988, the celebration was expanded to a month and goes from September 15 to October 15.</p>		

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Concept 1-2/2-1
Quarter 1 and 2

Academic Plan 2017-2018
Literacy – Grade Kindergarten (Course #5010041, #5020010, #5021020)

Suggested Pacing Range:
25 – 35 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Smart Centers*

Concept Description:	
Concept 1-2/2-1: <i>Plants and Weather</i>	
Standards	
Language Arts Florida Standards	Science & Social Studies Next Generation Sunshine State Standards
<p>LAFS.K.RF.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>LAFS.K.RF.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>LAFS.K.RF.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>LAFS.K.RF.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>LAFS.K.RF.4.4 Read emergent-reader texts with purpose and understanding.</p> <p>LAFS.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>LAFS.K.RI.2.5 Identify the front cover, back cover, and title page of a book.</p> <p>LAFS.K.RI.3.7 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 an illustration depicts).</p> <p>LAFS.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>LAFS.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.</p> <p>SC.K.L.14.1 Recognize the 5 senses and reacted body parts.</p> <p>SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.</p> <p>SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and the things they do.</p> <p>SS.K.G.3.3 Describe and give examples of seasonal weather changes, and illustrate how weather affects people and their environment.</p>

<p>LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.K.L.1.1.a Print many upper- and lowercase letters.</p> <p>LAFS.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
Big Ideas		
Science		Social Studies
Plants are alike and different		Seasonal Weather Changes
Essential Outcome Questions		
Science		Social Studies
How are living things different? How are plants different? How are roots of plants alike?		How does weather change as seasons change? How does weather affect people and the environment?
Aligned Learning Goals		Resources
		Click HERE for Additional Resources
Reading Foundational	<p><u>Phonemic Awareness</u>: initial sounds: /a/, /s/, /p/; medial sounds: /a/; final sounds: /s/, /p/; initial sounds: /i/, /k/; medial sounds: /i/; final sounds: /k/</p> <p><u>Phonics</u>: /a/ spelled Aa; /s/ spelled Ss; /p/ spelled Pp; /k/ spelled Cc; /i/ spelled Ii</p> <p><u>High Frequency Words</u>: have, is, we, my, like, we, my, like, he, for</p>	<p>Florida Standards Phonics Handbook</p>
Reading Informational Key Ideas & Details	With prompting and support, describe the connection between two ideas or pieces of information in a text.	<p><i>Reading Street</i>, Unit 2, Week 1-6</p> <p><i>National Geographic</i>, Plants</p> <p>Florida Become an Expert Books: Plants in a Flower Garden</p>

	Craft & Structure	Identify the front cover, back cover, and title page of a book.	Plants on a Farm Plants in a Forest Florida Explore on Your Own Books: A Rainbow of Flowers Mmm! Different Trees <i>Smart Center,</i> Seasonal Weather Changes	
	Integration of Knowledge & Ideas	With prompting and support, describe the illustrations in the text in which they appear (e.g., what person, place, thing in the text an illustration depicts).		
Science		<p><u>SC.K.L.14.3</u></p> <ul style="list-style-type: none"> describe plants, including, but not limited to, their appearances and natural behaviors; contrast differences between different kinds of plants, and plants and animals (for example, appearances, how they move, how they reproduce) identify similarities among different kinds of plants and animals (for example, they make flowers, they have fur, they lay eggs). <p><u>SC.K.L.14.2</u></p> <ul style="list-style-type: none"> identify pictures, stories, and videos that portray plants the way they are in real life; identify pictures, stories, and videos that portray plants in ways that are not true to life (e.g., plants that talk, plants that walk, etc.); describe a plant as it appears in real life; describe a plant with characteristics that would not appear in real life (e.g., it's a strange color, it goes to school). <p><u>SC.K.N.1.4</u></p> <ul style="list-style-type: none"> create a visual representation of the object (for example, in the form of a drawing, collage, or model) that reflects its major features; and 	<p><i>National Geographic,</i> Plants</p> <p>Florida Become an Expert Books: Plants in a Flower Garden Plants on a Farm Plants in a Forest</p> <p>Florida Explore on Your Own Books: A Rainbow of Flowers Mmm! Different Trees</p> <p><u>Uncovering Student Ideas in Primary Science</u></p> <p><u>SC.K.L.14.2</u></p> <ul style="list-style-type: none"> Is It An Animal? Is It Living? Is It A Plant? Do They Need Air? <p><u>SC.K.L.14.3</u></p> <ul style="list-style-type: none"> Senses Big And Small Seeds Seeds In A Bag <p>Click <u>HERE</u> for Science Supplemental Materials</p>	

		<ul style="list-style-type: none"> select a visual representation that matches a description of an object. 	
Social Studies		<p><u>SS.K.G.3.3</u></p> <ul style="list-style-type: none"> Describe and give examples of changes in weather Describe and give examples of seasonal changes Illustrate how weather affects people Illustrate how weather affects the environment 	<p><i>Smart Center,</i> Seasonal Weather Changes</p> <p><i>Safari Montage,</i> Powerful Weather What is weather? Peep: Stormy Weather Martha Speaks: Martha the Weather Dog All About Rain, Snow, Sleet, and Hail All About Climate and Seasons It's Cold Outside Summer</p> <p><u>Social Studies Supplemental Materials</u></p>
Reading Literature	Key Ideas & Details	With prompting and support, identify characters and settings in a story.	<p><i>Reading Street,</i> Unit 2, Week 1-6</p>
	Integration of Knowledge & Ideas	With prompting and support, describe the illustrations in the story in which they appear.	
Speaking & Listening		<p>Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Confirm understandings of a text read aloud or information presenting orally or through other media by answering questions about key details. Ask and answer questions in order to seek help. Describe familiar people and places, and with prompting and support provide additional detail. Add drawings to descriptions as desired to provide additional detail.</p>	<p>Use RI and RL text selections to include S&L tasks in lesson design</p>

	Speak audibly and express thoughts, feelings, and ideas clearly.		
Writing	<p>informative/explanatory</p> <p>Use a combination of drawing and dictating to compose informative/explanatory texts in which they name what they are writing about.</p> <p>Supply some information about the topic.</p>	Florida Standards Writing Guide	
Language	<p><u>Conventions</u>: nouns for more than one; proper nouns; adjectives for colors and shapes; adjectives for sizes/ numbers; adjectives for opposites; adjectives</p> <p><u>Oral Vocabulary</u>: seeds, buds, bloom, fruits, stem, petals, discover, spy, pod, nature, acorn, pattern, calf, cub, joey, grassland, pup, foal, sleep, cave, storm, winter, woods, blustery, nest, stump, hive, meadow, tree trunk, den, beanstalk, ogre, naughty, lad, magic, lend</p> <p><u>Vocabulary</u>: color words; nature words; words for animal babies; words for seasons; sequence words; direction words</p> <p><u>Handwriting</u>: (D’Nealian) A and a, write words with Aa; S and s, write words with Ss; P and p, write words with Pp; C and c, write words with Cc; I and i, write words with Ii; l and i, write words with li</p>	<p>Florida Standards Phonics Handbook</p>	
Annual Heritage and History Month Observance	<p>October: National Disability Employment Awareness Month</p> <p>In 2003, previously known as National Employ the Handicapped Week, President George W. Bush proclaimed October as National Disability Employment Awareness Month. During this month, we recognize the many contributions citizens with disabilities make to our society, and we reaffirm our commitment to helping them achieve their full inclusion in our workforce.</p>		

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Concept 2-2
Quarter 2

Academic Plan 2017-2018
Literacy – Grade Kindergarten (Course #5010041, #5020010, #5021020)

Suggested Pacing Range:
25 – 35 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Smart Centers*

Concept Description:	
Concept 2-2: <i>Animals and Families of the Past</i>	
Standards	
Language Arts Florida Standards	Science & Social Studies Next Generation Sunshine State Standards
<p>LAFS.K.RF.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>LAFS.K.RF.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>LAFS.K.RF.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>LAFS.K.RF.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>LAFS.K.RF.4.4 Read emergent-reader texts with purpose and understanding.</p> <p>LAFS.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>LAFS.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LAFS.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>LAFS.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</p> <p>LAFS.K.RL.2.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LAFS.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>SC.K.L.14.1 Recognize the five senses and related body parts.</p> <p>SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.</p> <p>SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and the things they do.</p> <p>SS.K.A.1.1 Develop an understanding of how to use and create a timeline. Remarks/Examples: May include, but are not limited to: Put in order three things that happened during the school day.</p> <p>SS.K.A.1.2 Develop an awareness of a primary source. Remarks/Examples: Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.</p> <p>SS.K.A.2.1 Compare children and families of today with those of the past. Remarks/Examples: Examples may include, but are not limited to, family life now versus family life when grandparents were young.</p> <p>SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. Remarks/Examples: Examples may include, but are not limited to, federal holidays and ethnic celebrations.</p> <p>SS.K.A.2.3 Compare our nation's holidays with holidays of other cultures. Remarks/Examples: Examples may include, but are not limited to, National holidays are different in other countries.</p> <p>SS.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. Remarks/Examples: Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</p> <p>SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.</p>

<p>LAFS.K.W.1.1 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...).</p> <p>LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.K.L.1.1.a Print many upper- and lowercase letters.</p> <p>LAFS.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Remarks/Examples: Examples may include, but are not limited to, before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, this week, next week; day, week, month, year.</p> <p>SS.K.A.3.2 Explain that calendars represent days of the week and months of the year.</p>
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Big Ideas	
Science	Social Studies
Animals are alike and different	Families of the Past

Essential Outcome Questions	
Science	Social Studies
<p>What can you observe about bird nests? How can you sort animals? What can you observe about feathers?</p>	<p>What are timelines and how are they used? How are primary sources used to compare children and families of today to those of the past? What is the importance of our nation’s ethnic heritage? Why is it important to honor people and events? How can we compare our nation’s holidays with holidays of other cultures? What are character ideals and principles and how have people in the past shown these traits? How can we use words and phrases to explain how events change over time?</p>

Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	<p><u>Phonemic Awareness</u>: initial sounds: /n/, /b/, /r/, /d/, /k/, /f/, /o/; medial sounds: /o/; final sounds: /n/, /b/, /f/</p> <p><u>Phonics</u>: /n/ spelled Nn, /b/ spelled Bb, /r/ spelled Rr, /d/ spelled Dd, /k/ spelled Kk, /f/ spelled Ff, /o/ spelled Oo</p> <p><u>High Frequency Words</u>: me, with, she, see, look, they, you, of</p>	<p>Florida Standards Phonics Handbook</p>	
Reading Informational Key Ideas & Details	With a given main topic, retell key details of a text with prompting and support.	<p><i>Reading Street,</i> Unit 3, Weeks 1-6 <i>National Geographic,</i> Animals</p>	

	Craft & Structure	With prompting and support, answer teacher-provided questions about unknown words in a text.	<p>Florida Become an Expert Books: Animals in Africa Animals in the Arctic Animals in Australia</p> <p>Florida Explore on Your Own Books: What Animal is it? Guess the Animal What Parts Do Animals Have? <i>Smart Center,</i> Families of the Past</p>	
	Integration of Knowledge & Ideas	With prompting and support, identify basic similarities between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
Science		<p><u>SC.K.L.14.3</u></p> <ul style="list-style-type: none"> describe animals including, but not limited to, their appearances and natural behaviors; contrast differences between different kinds of animals, and plants and animals (for example, appearances, how they move, how they reproduce) identify similarities among different kinds of animals (for example, they have fur, they lay eggs). <p><u>SC.K.L.14.2</u></p> <ul style="list-style-type: none"> identify pictures, stories, and videos that portray animals the way they are in real life; identify pictures, stories, and videos that portray animals in ways that are not true to life (e.g., animals that talk, plants that wear clothes, etc.); describe an animal as it appears in real life; describe an animal with characteristics that would not appear in real life (e.g., it's a strange color, it goes to school). 	<p><i>National Geographic,</i> Animals</p> <p>Florida Become an Expert Books: Animals in Africa Animals in the Arctic Animals in Australia</p> <p>Florida Explore on Your Own Books: What Animal is it? Guess the Animal What Parts Do Animals Have?</p> <p><u>Uncovering Student Ideas in Primary Science</u></p> <p><u>SC.K.L.14.2</u></p> <ul style="list-style-type: none"> Is It An Animal? Is It Living? Is It A Plant? Do They Need Air? <p><u>SC.K.L.14.3</u></p> <ul style="list-style-type: none"> Senses Big And Small Seeds Seeds In A Bag <p>Click HERE for Science Supplemental Materials</p>	
Social Studies		<p><u>SS.K.A.1.1</u></p> <ul style="list-style-type: none"> Describe the parts of a timeline Describe the purpose of a timeline Create a timeline 	<p><i>Smart Center,</i> Families of the Past</p> <p><i>Read Works,</i> <u>Similarities and Differences</u></p>	

<p><u>SS.K.A.1.2</u></p> <ul style="list-style-type: none"> • Identify a primary source <p><u>SS.K.A.2.1</u></p> <ul style="list-style-type: none"> • Compare children of today with children of the past • Compare families of today with families of the past <p><u>S.S.K.A.2.2</u></p> <ul style="list-style-type: none"> • Recognize the importance of honoring people and events • Recognize the importance of our nation’s ethnic heritage <p><u>SS.K.A.2.3</u></p> <ul style="list-style-type: none"> • Compare our nation’s holidays with holidays of other cultures <p><u>S.S.K.A.2.4</u></p> <ul style="list-style-type: none"> • Define character ideals and principles • Listen to stories about people in the past who have shown honesty • Retell stories about people in the past who have shown honesty • Listen to stories about people in the past who have shown courage • Retell stories about people in the past who have shown courage • Listen to stories about people in the past who have shown responsibility • Retell stories about people in the past who have shown responsibility <p><u>S.S.K.A.3.1</u></p> <ul style="list-style-type: none"> • Use words and phrases related to chronology • Use words and phrases related to time • Explain how things can change over time • Sequentially order events that have occurred in school <p><u>S.S.K.A.3.2</u></p> <ul style="list-style-type: none"> • Explain that calendars represent days of the week • Explain that calendars represent months of the year 	<p style="text-align: center;"> <i>Safari Montage,</i> The Gift of the Sacred Dog Early Settlers Global Wonders: Around the World National Observances American Independence Amelia Earhart Cesar Chavez Equal Rights for All The 100th Day of School </p> <p style="text-align: center;"> <i>iSmartboard</i> <u>Timeline Maker</u> </p> <p style="text-align: center;"> <u>Social Studies Supplemental Materials</u> </p>	
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Reading Literature	Key Ideas & Details	With prompting and support, retell familiar stories.	Reading Street, Unit 3, Weeks 1-6	
	Craft & Structure	With prompting and support, answer teacher-provided questions about unknown words in a text.		
	Integration of Knowledge & Ideas	With prompting and support, compare the adventures and experiences of characters in familiar stories.		
Speaking & Listening		Continue a conversation through multiple exchanges. Confirm understanding of a text read aloud or information presented orally or through other media by asking questions about key details. Ask and answer questions in order to get information or clarify something that is not understood. Describe familiar things and events, and with prompting and support provide additional detail. Add other visual displays to descriptions as desired to provide additional detail (e.g., diagrams, weather charts/graphs, pictorial records, etc.). Speak audibly and express thoughts, feelings, and ideas clearly.	Use RI and RL text selections to include S&L tasks in lesson design	
	Writing	opinion Use a combination of drawing and dictating in which they tell a reader the topic or name of the book they are writing about. State an opinion or preference about the topic or book.		

Language	<p><u>Conventions</u>: verbs; verbs for now and the past; verbs that add –s; verbs for now and the future; meaningful word groups; sentences</p> <p><u>Oral Vocabulary</u>: weigh, healthy, curious, measure, bamboo, explore, duckling, paddle, proud, pond, plunged, brave, celebration, barn, arch, sprinted, blacksmith, soldier, goose, caterpillar, reflection, gosling, butterfly, cocoon, gears, webcams, phonographs, headphones, handwritten, newspapers, jungle, nibbling, trembling, beast, snarled, entangled</p> <p><u>Vocabulary</u>: color words; action words; position words; words for feelings; words for opposites; words for textures</p> <p><u>Handwriting</u>: (D’Nealian) N and n, words with Bb; R and r, words with Rr; D and d, words with Kk; F and f, words with Ff; O and o, words with Oo; O and o, words with Oo</p>	<p>Florida Standards Phonics Handbook</p>	
Annual Heritage and History Month Observance	<p>November: National American Indian Heritage Month</p> <p>National American Indian (or Native American) Month was enacted with a presidential proclamation in 1990. During the month, all Americans are encouraged to participate in programs, ceremonies, and activities that celebrate American Indian and Alaskan Native peoples’ important contribution to the United States.</p>		

Click [HERE](#) to go back to the Curriculum Overview (page 1)



Concept 3-1
Quarter 3

Academic Plan 2017-2018

Literacy – Grade Kindergarten (Course #5010041, #5020010, #5021020)

Suggested Pacing Range:
25 – 35 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Smart Centers*

Concept Description:

Concept 3-1: *Day and Night and Geography*

By the end of this Concept students should master the fourth of the four sub-standards within the Print Concepts cluster.

Standards

Language Arts Florida Standards

- LAFS.K.RF.2.2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/).
- LAFS.K.RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- LAFS.K.RF.3.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- LAFS.K.RF.3.3b** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- LAFS.K.RF.3.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- LAFS.K.RF.4.4** Read emergent-reader texts with purpose and understanding.
- LAFS.K.RI.1.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- LAFS.K.RI.2.6** With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- LAFS.K.RI.3.7** 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 an illustration depicts).
- LAFS.K.RI.3.8** With prompting and support, identify the reasons an author gives to support points in a text.

Science & Social Studies Next Generation Sunshine State Standards

- SC.K.E.5.1** Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.
- SC.K.E.5.2** Recognize the repeating pattern of day and night.
- SC.K.E.5.3** Recognize that the Sun can only be seen during the daytime.
- SC.K.E.5.4** Observe that sometimes the Moon can be seen at night and sometimes during the day.
- SC.K.E.5.5** Observe that things can be big and things can be small as seen from Earth.
- SC.K.E.5.6** Observe that some objects are far away and some are nearby as seen from Earth.
- SS.K.A.1.2** Develop an awareness of a primary source.
Remarks/Examples: Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.
- SS.K.A.2.2** Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
Remarks/Examples: Examples may include, but are not limited to, federal holidays and ethnic celebrations.
- SS.K.G.1.1** Describe the relative location of people, places, and things by using positional words.
Remarks/Examples: Examples are near/far; above/below, left/right and behind/front.
- SS.K.G.1.2** Explain that maps and globes help to locate different places and globes are a model of Earth.
- SS.K.G.1.3** Identify cardinal directions (north, south, east, west).
- SS.K.G.1.4** Differentiate land and water features on simple maps and globes.

<p>LAFS.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>LAFS.K.RL.2.6 With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.</p> <p>LAFS.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.K.L.1.1.a Print many upper- and lowercase letters.</p> <p>LAFS.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Remarks/Examples: Examples are blue is water and green/brown is land.</p> <p>SS.K.G.2.1 Locate and describe places in the school and community.</p> <p>Remarks/Examples: Examples are the cafeteria, library, office, restrooms, and classroom.</p> <p>SS.K.G.2.2 Know one’s own phone number, street address, city or town and that Florida is the state in which the student lives.</p> <p>SS.K.G.3.1 Identify basic landforms.</p> <p>Remarks/Examples: Examples are hills, forests, wetlands, and coasts.</p> <p>SS.K.G.3.2 Identify basic bodies of water.</p> <p>Remarks/Examples: Examples are rivers, lakes, oceans, and gulfs.</p>
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Big Ideas		
Science	Social Studies	
Day and Night are different	Geography	
Essential Outcome Questions		
Science	Social Studies	
<p>How does the day sky compare to the night sky?</p> <p>What can you observe about the sun and the pattern of morning, noon, evening?</p> <p>Why does the sun look bigger than the stars we see at night?</p>	<p>How can we use maps and globes to locate people, places, and things on Earth?</p> <p>What is your phone number and address?</p>	
Aligned Learning Goals	Resources	Strategies for Differentiation
Click HERE for Additional Resources		

<p style="text-align: center;">Reading Foundational</p>	<p><u>Phonemic Awareness</u>: initial sounds: /h/, /l/, /g/, /e/; final sounds: /l/, /g/; medial sounds: /e/; consonant blends with: <i>l, r, t, p</i></p> <p><u>Phonics</u>: /h/ spelled <i>Hh</i>; /l/ spelled <i>Ll</i>; consonant blends with: <i>l, r, t, p</i>; /g/ spelled <i>Gg</i>; /e/ spelled <i>Ee</i></p> <p><u>High-Frequency Words</u>: <i>are, that, do, one, two, three, four, five, here, go, from</i></p>	<p style="text-align: center;"><u>Florida Standards Phonics Handbook</u></p>	
<p style="text-align: center;">Reading Informational</p>	<p>Key Ideas & Details With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft & Structure With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>Integration of Knowledge & Ideas With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing in the text an illustration depicts). With prompting and support, identify the reasons an author gives in a text.</p>	<p style="text-align: center;"><i>Reading Street,</i> Unit 4, Weeks 1-6</p> <p style="text-align: center;"><i>National Geographic,</i> Day and Night & Earth Science Florida Become An Expert Books: Day and Night on a Farm Day and Night in the Woods Day and Night in the City Florida Explore On Your Own Books: What Does It Look Like? Bright at Night Daytime and Nighttime</p> <p style="text-align: center;"><i>Smart Centers,</i> Basic Landforms Maps and Globes</p>	

Science	<p><u>SC.K.E.5.1</u></p> <ul style="list-style-type: none"> • Recognize that all objects will be pulled toward the ground if something does not hold them up. • Identify gravity as the force that causes objects to fall when they are not held up. • Make predictions about how objects will be impacted if supports holding them up are removed. <p><u>SC.K.E.5.2</u></p> <ul style="list-style-type: none"> • Identify activities they do during the day and explain how they are different from those they do at night. • Identify details in nature that make day different from night. • Describe how day follows night and night follows day. <p><u>SC.K.E.5.3</u></p> <ul style="list-style-type: none"> • Identify and describe the Sun. • Describe characteristics that define daytime, with the Sun as the primary detail. • Identify how the Sun rises at dawn and sets at dusk. <p><u>SC.K.E.5.4</u></p> <ul style="list-style-type: none"> • Identify and describe the Moon. • Describe characteristics that define nighttime, including the Moon as a primary detail. • Discuss and describe how sometimes the Moon can be seen during the day while the Sun is out. <p><u>SC.K.E.5.5</u></p> <ul style="list-style-type: none"> • Compare the size of an airplane (or another object, such as a hot air balloon) on the ground to one they see in the sky. • Explain how the airplane looks smaller in the sky even though it doesn't change in size. • Describe the size of objects in space (such as the Sun, Moon, and stars) in relation to Earth. • Explain that big objects (such as the Sun, Moon, and stars) look small when observed from Earth. <p><u>SC.K.E.5.6</u></p>	<p style="text-align: center;"><i>National Geographic,</i> Day and Night & Earth Science Florida Become An Expert Books: Day and Night on a Farm Day and Night in the Woods Day and Night in the City Florida Explore On Your Own Books: What Does It Look Like? Bright at Night Daytime and Nighttime</p> <p><u>Uncovering Student Ideas in Primary Science</u></p> <p><u>SC.K.E.5.2</u></p> <ul style="list-style-type: none"> • When Is My Shadow The Longest? <p><u>SC.K.E.5.4</u></p> <ul style="list-style-type: none"> • What Lights Up The Moon? <p style="text-align: center;">Click HERE for Science Supplemental Materials</p>	
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	<ul style="list-style-type: none"> • Describe how objects such as stars are far away as seen from Earth. • Describe how objects in our solar system, such as the Sun and Moon, are nearby as seen from Earth. • Compare how objects that are far away differ from those that are nearby as seen from Earth. 		
Social Studies	<p><u>SS.K.A.1.2</u></p> <ul style="list-style-type: none"> • Recognize the importance of celebrations and national holiday <p><u>SS.K.G.1.1</u></p> <ul style="list-style-type: none"> • Use positional words to describe the relative location of people, places and things <p><u>SS.K.G.1.2</u></p> <ul style="list-style-type: none"> • Explain that a map helps to locate different places on Earth • Explain that a globe is a model of Earth • Use a map to locate different places on Earth • Use a globe to locate different places on Earth <p><u>SS.K.G.1.3</u></p> <ul style="list-style-type: none"> • Identify cardinal directions (north, south, east, west) <p><u>SS.K.G.1.4</u></p> <ul style="list-style-type: none"> • Differentiate land and water on simple maps and globes <p><u>SS.K.G.2.1</u></p> <ul style="list-style-type: none"> • Locate places in the school and community 	<p style="text-align: center;"><i>Smart Centers,</i> Basic Landforms Maps and Globes</p> <p style="text-align: center;"><i>iSmartboard</i> <u>States of the United States</u></p> <p style="text-align: center;"><i>Safari Montage,</i> Betsy’s Kindergarten Adventures Treasure Hunt Peep: Wandering Beaver What is a community? All About Land Formations Florida</p> <p style="text-align: center;"><u>Social Studies Supplemental Materials</u></p>	

	<ul style="list-style-type: none"> • Describe the location of places in the school and community <p><u>SS.K.G.2.2</u></p> <ul style="list-style-type: none"> • Recite your phone number • Recite your street address • Identify the city in which you live • Identify the state in which you live <p><u>SS.K.G.3.1, SS.K.A.2.2</u></p> <ul style="list-style-type: none"> • Use primary sources to identify basic landforms <p><u>SS.K.G.3.2, SS.K.A.2.2</u></p> <ul style="list-style-type: none"> • Use primary sources to identify basic bodies of water 			
Reading Literature	Key Ideas & Details	With prompting and support, identify characters, settings, and major events in a story.	<p style="text-align: center;"><i>Reading Street,</i> Unit 4, Weeks 1-6</p>	
	Craft & Structure	With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.		
	Integration of Knowledge & Ideas	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		
Speaking and Listening		<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional</p>	<p style="text-align: center;">Use RI and RL text selections to include S&L tasks in lesson design</p>	

	<p>detail.</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>		
Writing	<p>informative/explanatory</p> <p>Write informative/explanatory texts in which they name what they are writing about.</p> <p>Supply some information about the topic.</p>	Florida Standards Writing Guide	
Language	<p><u>Conventions</u>: naming parts; action parts; complete sentences; telling sentences; capital letter; pronouns <i>I</i> and <i>me</i></p> <p><u>Oral Vocabulary</u>: world, trip, journey, lonely, horizon, homesick, piglet, lucky, cook, fox, filthy, scrubber, woodland, vale, comfortable, nest, hollow, shadows, bears, cottage, middle-sized, porridge, big, small, Antarctica, icebergs, seals, continent, penguins, whales, abuela, flock, airport, adventure, city, harbor</p> <p><u>Vocabulary</u>: sequence words; words for texture; words for shapes; compound words; direction words; time words</p> <p><u>Handwriting</u>: (D’Nealian) H and h, words with Hh; L and l, words with Ll; numerals and number words; G and g, words with Gg; E and e, words with Ee; E and e, words with Ee</p>	<p>Florida Standards Phonics Handbook</p>	

<p>Annual Heritage and History Month Observance</p>	<p>February: Black History Month</p> <p>To recognize the contributions of African Americans and foster a better understanding of the African American experience. Carter G. Woodson, who in 1926 spearheaded Negro History Week, started the observation. It was expanded to a month in 1976. February was chosen because of the birthdays of Frederick Douglas and Abraham Lincoln, two people who had a dramatic impact on the lives of African Americans.</p>	<p><i>Safari Montage,</i> African-American Heritage Global Wonders: African-American</p>	
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Concept 3-2/4-1
Quarter 3 and 4

Academic Plan 2017-2018
Literacy – Grade Kindergarten (Course #5010041, #5020010, #5021020)

Suggested Pacing Range:
25 – 35 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Smart Centers*

Concept Description:

Concept 3-2/4-1: *How Things Move*

This Concept includes the publishing and producing Writing standard. LACC.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Standards

Language Arts Florida Standards

LAFS.K.RF.2.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/).

LAFS.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

LAFS.K.RF.3.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

LAFS.K.RF.3.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

LAFS.K.RF.3.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

LAFS.K.RF.4.4 Read emergent-reader texts with purpose and understanding.

LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.

LAFS.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text.

LAFS.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.

Science & Social Studies Next Generation Sunshine State Standards

SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.

SC.K.P.10.1 Observe that things that make sound vibrate.

SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc.

SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving.

National Women’s History Month

SS.K.A.1.2 Develop an awareness of a primary source

SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage.

Remarks/Examples: Examples may include, but are not limited to, federal holidays and ethnic celebrations

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LAFS.K.RL.2.5 Recognize common type of texts (e.g., storybooks, poems).

LAFS.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.

LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LAFS.K.W.1.1 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...).

LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.K.L.1.1.a Print many upper- and lowercase letters.

LAFS.K.L.1.d: Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

LAFS.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Big Idea

Science

Things move

Essential Outcome Questions

Science

What can you push and pull?

What happens when things of different shapes are moved?

What happens when you pluck rubber bands of different thickness?

Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	<p><u>Phonemic Awareness</u>: initial sounds: /j/, /w/, /u/; final sounds: /ks/, /x/; medial sounds: /u/; initial sounds: /u/, /v/, /z/, /y/, /kw/; final sounds: /v/, /z/; medial sound: /u/</p>	<p>Florida Standards Phonics Handbook</p>	

		<p>Phonics: /j/ spelled <i>Jj</i>, /w/ spelled <i>Ww</i>; /ks/ spelled <i>Xx</i>; /u/ spelled <i>Uu</i>; /v/ spelled <i>Vv</i>, /z/ spelled <i>ZZ</i>; /y/ spelled <i>Yy</i>, /kw/ spelled <i>Qu</i></p> <p><u>High-Frequency Words</u>: <i>yellow, blue, green, what, said, was</i></p>	
Reading Informational	Key Ideas & Details	With prompting and support, ask and answer questions about key details in a text.	<p><i>Reading Street</i>, Unit 5, Weeks 1-6</p> <p><i>National Geographic</i>, How Things Move Florida Become an Expert Books: Vehicles Push & Pull Animals Push and Pull People Push and Pull Florida Explore On Your Own Books: What Can Pull Wagons Push and Pull Faces Toys to Push and Pull</p>
	Integration of Knowledge & Ideas	With prompting and support, identify the reasons an author gives to support points in a text.	
Science		<p>SC.K.E.5.1</p> <ul style="list-style-type: none"> Recognize that all objects will be pulled toward the ground if something does not hold them up. Identify gravity as the force that causes objects to fall when they are not held. Make predictions about how objects will be impacted if supports holding them up are removed. <p>SC.K.P.12.1</p> <ul style="list-style-type: none"> Describe the speed at which things move, including, but not limited to, fast and slow. Describe the methods by which things move, including, but not limited to, walking, running, rolling, swimming, flying, etc. List ways in which their own bodies move, including, but not limited to, walking, skipping, jumping, hopping, and galloping. <p>SC.K.P.10.1</p> <ul style="list-style-type: none"> Explain how certain instruments (such as guitars, violins, or pianos) make sounds when their strings are moving; 	<p><i>National Geographic</i>, How Things Move Florida Become an Expert Books: Vehicles Push & Pull Animals Push and Pull People Push and Pull Florida Explore On Your Own Books: What Can Pull Wagons Push and Pull Faces Toys to Push and Pull</p> <p><u>Uncovering Student Ideas in Science</u> SC.K.E.5.1</p> <ul style="list-style-type: none"> Apple on a Desk Talking About Gravity <p><u>Uncovering Student Ideas in Primary Science</u> SC.K.P.12.1</p> <ul style="list-style-type: none"> Marble Roll <p>SC.K.P.13.1</p> <ul style="list-style-type: none"> When Is There Friction?

	<ul style="list-style-type: none"> • Describe how audio equipment, such as speakers, feels when sound is coming through it; and • Describe how small sounds (like that of a bell ringing) and big sounds (like thunder) both work through vibration. <p>SC.K.P.13.1</p> <ul style="list-style-type: none"> • Describe how pushing a standing object can make it move forward. • Describe how pulling a standing object can make it move backward. • Describe how pushing a moving (rolling or sliding) object can make it change direction. 	<p>SC.K.P.10.1</p> <ul style="list-style-type: none"> • Rubber Band Box <p>Click HERE for Science Supplemental Materials</p>	
Social Studies	<p>Ongoing Standards</p> <p>SS.K.A.1.2 Use primary sources to identify women in history.</p> <p>SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.</p>	<p><i>National Education Association</i> Women's History Month, Grades K-5</p> <p><i>Safari Montage,</i> Transportation</p> <p>Social Studies Supplemental Materials</p>	
Reading Literature	Key Ideas & Details	With prompting and support, ask and answer questions about key details in a text.	<p><i>Reading Street,</i> Unit 5, Weeks 1-6</p>
	Craft & Structure	Recognize common types of text (e.g., storybooks, poems).	
	Integration of Knowledge & Perspectives	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
Speaking and Listening	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Use RI and RL text selections to include S&L tasks in lesson design	

	<p>Confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>		
Writing	<p>opinion</p> <p>Write opinion pieces in which they tell a reader the topic or the name of the book they are writing about.</p> <p>State an opinion or preference about the topic or book.</p>	Florida Standards Writing Guide	
Language	<p><u>Conventions</u>: questions; question marks and uppercase letters; prepositions; nouns; nouns in sentences; verbs</p> <p><u>Oral Vocabulary</u>: plane, subway, ferryboat, jetway, tunnel, sidecar, rescue, yacht, mechanic, pilot, sailor, shimmering, trailers, haul, truckers, cabs, steering wheel, headlight, engine, passenger, mountain, tracks, roundhouse, valley, travel, llama, submarine, kayak, dogsled, double-decker bus, cable car, horse-and-buggy, Metro line, trolley, skis, vaporetto</p>	Florida Standards Phonics Handbook	

	<p>Vocabulary: transportation words; positions words; words for jobs; time words; compound words; action words</p> <p>Handwriting: (D’Nealian) J and j, write words with Ww; X and x, write words with Xx; U and u, write words with Uu; U and u, write words with Uu; V and v, Z and z; write words with Vv, write words with Zz; Y and y, Q and q; write words with Yy, write words with Qq</p>		
<p>Annual Heritage and History Month Observance</p>	<p>March: National Women’s History Month</p> <p>Women’s History Month started as Women’s History Week in 1978. In 1987, Congress was petitioned to expand the week to an entire month. The month recognizes the important contributions made by women through programs in school, workplaces and communities.</p>	<p><i>National Education Association</i> <u>Women’s History Month, Grades K-5</u></p>	

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Concept 4-2
Quarter 4

Academic Plan 2017-2018
Literacy – Grade Kindergarten (Course #5010041, #5020010, #5021020)

Suggested Pacing Range:
25 – 35 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

Standards	
Language Arts Florida Standards	Science & Social Studies Next Generation Sunshine State Standards
<p>LAFS.K.RF.2.2c Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LAFS.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.K.RF.3.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>LAFS.K.RF.4.4 Read emergent-reader texts with purpose and understanding.</p> <p>LAFS.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>LAFS.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LAFS.K.RI.3.7 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 an illustration depicts).</p> <p>LAFS.K.RI.3.9 With prompting and support, identify the basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>LAFS.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</p> <p>LAFS.K.RL.2.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>SS.K.E.1.1 Describe the different kinds of jobs that people do and the tools or equipment used. Remarks/Examples: Examples are community helpers, firefighter and fire truck).</p> <p>SS.K.E.1.2 Recognize that United States currency comes in different forms. Remarks/Examples: Examples are coins and bills.</p> <p>SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want.</p> <p>SS.K.E.1.4 Identify the difference between basic needs and wants. Remarks/Examples: Examples of needs are clothing and shelter and examples of wants are video games and toys.</p>

LAFS.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.

LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LAFS.K.W.1.3 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.

LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.K.L.1.1.a Print many upper- and lowercase letters.

LAFS.K.L.1.d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

LAFS.K.L.1.f Produce and expand complete sentences in shared language activities.

LAFS.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Big Idea

Social Studies

Needs and Wants

Essential Outcome Question

Social Studies

What different kinds of jobs do people do and what tools or equipment do they use?

Why is it important for people to work?

Aligned Learning Goals		Resources	Strategies for Differentiation
Reading Foundational	<u>Phonemic Awareness</u> : initial sounds: /a/, /i/, /o/, /e/, /u/; medial sounds: /a/, /i/, /o/, /e/, /u/	Florida Standards Phonics Handbook	
	<u>Phonics</u> : /a/ spelled Aa, /i/ spelled Ii; /o/ spelled Oo; /e/ spelled Ee; /u/ spelled Uu; decode words		
	<u>High Frequency words</u> : here, do, little, with, what, where, is, go, that, come, the, was, to, like, from, for,		

		<i>my, of, we, yellow, have, they, four, two, blue, you, see, said, look, three</i>	
Reading Informational	Key Ideas & Details	With prompting and support, identify the main topic and retell key details of a text.	<p><i>Reading Street,</i> Unit 6, Weeks 1-6</p> <p><i>Smart Centers,</i> Needs and Wants</p> <p><i>CPALMS,</i> <u>Taking Care of Business</u></p>
	Craft & Structure	With prompting and support, ask and answer questions about unknown words in a text.	
	Integration of Knowledge & Ideas	<p>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 an illustration depicts).</p> <p>With prompting and support, identify the basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	
Science	<p><u>SC.K.P.12.1 (Review)</u></p> <ul style="list-style-type: none"> Describe the speed at which things move, including, but not limited to, fast and slow. Describe the methods by which things move, including, but not limited to, walking, running, rolling, swimming, flying, etc. List ways in which their own bodies move, including, but not limited to, walking, skipping, jumping, hopping, and galloping. <p><u>SC.K.L.14.3 (Review)</u></p> <ul style="list-style-type: none"> Describe plants and animals including, but not limited to, their appearances and natural behaviors. Contrast differences between different kinds of plants, different kinds of animals, and plants and animals (for example, appearances, how they move, how they reproduce). 	<p><u>Uncovering Student Ideas in Primary Science</u></p> <p><u>SC.K.P.12.1</u></p> <ul style="list-style-type: none"> <u>Marble Roll</u> <p><u>SC.K.L.14.3</u></p> <ul style="list-style-type: none"> <u>Is it Living?</u> <p>Click <u>HERE</u> for Science Supplemental Materials</p>	

		<ul style="list-style-type: none"> Identify similarities among different kinds of plants and animals (for example, they make flowers, they have fur, they lay eggs). 	
Reading Literature	Key Ideas & Details	With prompting and support, retell familiar stories, including key details.	<p><i>Smart Centers,</i> Needs and Wants</p> <p><i>CPALMS,</i> <u>Taking Care of Business</u></p> <p><i>Safari Montage,</i> Police Station</p> <p>Betsy’s Kindergarten Adventures: Introduction to the Post Office</p> <p>Exploring Communities and Its Workers</p> <p>Fire Station</p> <p>Hospital</p> <p>Library</p> <p>Local Businesses</p> <p>Math in Our Lives: Currency</p> <p>Saving, Spending, and Investing Money</p> <p>School District of Lee County</p> <p><u>Social Studies Supplemental Materials</u></p>
	Craft & Structure	With prompting and support, ask and answer questions about unknown words in a text.	
	Integration of Knowledge & Skills	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	
Social Studies		<p><u>SS.K.E.1.1</u></p> <ul style="list-style-type: none"> Describe the different kinds of jobs that people do Describe the tools or equipment used for different kinds of jobs <p><u>SS.K.E.1.2</u></p> <ul style="list-style-type: none"> Identify different forms of United States currency <p><u>SS.K.E.1.3</u></p> <ul style="list-style-type: none"> Identify reasons for people working in a job Recognize that people earn money to buy things they need or want <p><u>SS.K.E.1.4</u></p> <ul style="list-style-type: none"> Identify the difference between needs and wants 	

Speaking and Listening		<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Use RI and RL text selections to include S&L tasks in lesson design</p>	
Writing		<p>narrative</p> <p>Write to narrate a single event or several loosely linked events.</p> <p>Tell about the events in the order in which they occurred.</p> <p>Provide a reaction to what happened.</p>	<p>Florida Standards Writing Guide</p>	

Language	<p><u>Conventions</u>: pronouns <i>I</i> and <i>me</i>; prepositional phrases; telling sentences; questions; exclamations; complete sentences</p> <p><u>Oral Vocabulary</u>: groundbreaking, foundation, waterproof, trenches, welding, gleaming, saw, hammer, file, drill, screwdriver, chisel, beaver, paddle, stream, lodge, river, lake, gathered, drifting, island, distant, voyage, aboard, architect, plumbers, landscapers, electricians, painters, movers, colony, chambers, twigs, underground, silk, pebbles</p> <p><u>Vocabulary</u>: compound words; location words; words for actions; location words; words for feelings; words for bugs</p> <p><u>Handwriting</u>: (D’Nealian) A and a, I and i; write words with Aa, write words with Ii; O and o, write words with Oo; E and e, write words with Ee; U and u, write words with Uu; lowercase letters, write words; uppercase and lowercase letters, write words</p>	<p>Florida Standards Phonics Handbook</p>	
Annual Heritage and History Month Observance	<p>May: Asian/Pacific American Heritage & Older Americans Month</p> <p>Asian/Pacific American Heritage observation originally began as Asian/Pacific Heritage week on July 10, 1978. In 1992, President Bush signed legislation that designated May as Asian/Pacific American Heritage Month. The term Asian/Pacific American includes many ethnic groups with diverse cultures. The month celebrates the collective achievements of the many different communities.</p> <p>Older Americans Month was established by presidential proclamation to honor the contributions of older Americans to society. Begun in 1962, Older Americans Month is a time to celebrate and reflect on the unique contributions of older Americans in our society.</p>		

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