



Hartland School

Kindergarten Curriculum at a Glance

Our curriculum is designed to **Educate for Excellence** as we *inspire & guide* students to:

- Be responsible and respectful community members
 - Demonstrate initiative, perseverance and flexibility
- Be curious and value risk taking as part of the learning process
- Access and analyze information, ask questions and formulate opinions
 - Communicate effectively and efficiently

Heggerty (Phonemic Awareness)

Throughout the year, kindergarten students will participate in different auditory activities in order to recognize and produce rhyming words, categorize similar words and play with sounds. Students will learn to identify beginning and ending sounds along with medial vowels. They will learn to add and/or substitute individual sounds in one syllable words to make new words along with adding, deleting, or substituting words in compound words. These skills are cycled through daily as the skills get progressively more sophisticated.

Fundations (Phonics and Spelling)

Throughout the year, kindergarten students will learn letter-keyword-sound relationships for all the consonants and vowels along with learning the correct letter formation when writing them. They will be introduced to various word families, read and spell words phonetically beginning with simple three sound short vowel words and later those with a vowel consonant e long vowel pattern. Students will be introduced to and learn to read grade level high frequency words.

PATTERNS of WONDER (Grammar)

Throughout the year, kindergarten students will learn to capitalize the first word in a sentence and print upper and lowercase letters. Students will learn to recognize, name and use end punctuation. They will learn about nouns and verbs and use them correctly in their speaking and writing. In shared language activities, students will be introduced to plural nouns, common prepositions, simple comma usage and what constitutes a complete sentence.

Reading Units of Study

We Are Readers	Sharing Reading	Super Powers	Boosting Reading Power	Becoming Avid Readers
In this unit, students will begin to understand the routines and expectations of Reader’s Workshop which include independent reading, small group work, and literacy stations. Students will learn how to interact with books in fun, yet rigorous ways while beginning to develop their alphabetic knowledge. Students will engage in emergent storybook reading to develop their oral language around fiction texts.	In this unit, students will develop important pre-reading skills including, using letter/sound correspondence to recognize and read, recognizing known high-frequency words in text, and one-to-one correspondence. Over the course of the unit, students will begin to read pattern books. They will have many opportunities to solidify alphabetic knowledge and concept of word and to develop a positive reading identity.	In this unit, students learn to decode CVC words in isolation and continuous text. They will begin to read decodable texts using 1-1 correspondence, recognizing high frequency words and decoding CVC words. They will learn to use “slide power” and pay attention to every letter in a word. They will use their “think power” to notice and wonder about what they are reading and use “fix it” strategies when a word doesn’t make sense.	In this unit, students will further develop strategies for understanding text. They will begin to make inferences and decode words with doublets, words ending in S and CCVC words with digraphs. Students will learn more high-frequency words through practices that encourage orthographic mapping. Students will work extensively with decodable texts.	In this unit, students will build their reading stamina, comprehension, and their ability to discuss books. Students will make reading plans and read many books over the course of the unit. Students will decode more complex words such as CCVC, CVCC and CCVCC words with both blends and digraphs.

Writing Units of Study

Launching Writing Workshop	Show and Tell	Writing for Readers	How To Books	Persuasive Writing
In this unit, students write both information books and true stories - writing "as best they can." They learn how to write informative/explanatory texts that teach readers information. They also learn how to write and record personal narratives. Students are introduced to early versions of revision and editing. Students will learn their role(s) in the Writer’s Workshop, including how to work with each other as partners - planning together, sharing drafts and giving each other support.	In this unit, students will transfer their show and tell skills into writing. They will teach each other about special items, places, and things using labels and pattern books. They will use storytelling and drawings to share their stories. They will experience the entire writing process starting with an idea, planning, drafting, revising, and editing. Students will use their letter sound knowledge to be brave spellers. They will study how to use capital letters, spaces, and punctuation.	In this unit, students learn to 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. Students are expected to demonstrate a command of standard English grammar and usage when speaking or writing, as well as use conventional capitalization, punctuation, and spelling rules when writing.	In this unit, students are provided opportunities to write how-to texts relating to topics they are studying. The writing that students will do is heavily scaffolded. Each procedure will be broken into steps and then acted out or envisioned and then recorded. This unit supports students transferring their skills to new disciplines.	In this unit, students will write persuasively. They begin by writing signs, songs, petitions, and letters about problems they see in their classroom and their school, and then they address problems they identify. Students are expected to compose opinion pieces in which they tell a reader the topic, name of the book they are writing about, and state an opinion or preference about the topic or book. Students are expected to use a combination of drawing, dictating, and writing.

Mathematics

Math in Our World	Numbers 1-10	Flat Shapes all Around Us	Understanding Addition & Subtraction	Composing and Decomposing Number to 10	Numbers 0-20	Solid Shapes all Around Us
In this unit, students recognize numbers and quantities in their world.	In this unit, students answer “how many” questions, count out, and compare groups within 10. Students write a number to represent how many.	In this unit, students identify, describe, analyze, compare and compose two dimensional shapes.	In this unit, students relate counting to addition and solve addition and subtraction story problems within 10.	In this unit, students explore different ways to compose and decompose numbers within 10.	In this unit, students answer “how many” questions and count groups within 20. Students understand that numbers are composed of tens and ones and will write numbers within 20.	In this unit, students identify, describe, analyze, compare, and compose two and three dimensional shapes. Counting, addition, and subtraction are revisited in the geometric contexts.

Science Units of Study

Plant and Animal Secrets	Circle of Seasons	Force Olympics	Sunny Skies
In this unit, students use observations to understand what animals and plants need to survive. Students explore how animals need things to eat and a safe place to live. They also investigate the needs of plants and how those might be different from the needs of animals.	In this unit, students gather evidence in order to identify daily and seasonal weather patterns. They use patterns to explain mysteries like why you might lose your jacket during the day or why birds lay their eggs at certain times of the year.	In this unit, students are introduced to pushes and pulls and how those affect the motion of objects. Students observe and investigate the effects of what happens when the strength or direction of those pushes and pulls are changed.	In this unit, students make observations to explore how sunlight warms the Earth’s surface. Using what they learn, students think about ways that shade and structures can reduce the warming effect of the Sun.

Social Studies Units of Study

Communities	Civics and Government	Symbols and Celebrations	Geography
In this unit, students will learn about community. They will learn the purpose of rules and laws in a community and the importance of choosing to follow those rules and laws. Students will explore the various communities that they belong to, including family, classroom, school, and local communities. Students will learn about authority figures and the roles they play in each of the communities they are a part of.	In this unit, students learn about government and their role as citizens of a community. Students will explore the basic idea of government. They will discover ways they can learn and work together with others. Students will study citizenship by learning about rights and responsibilities of citizens. They will learn about characteristics of responsible citizens and study people in history who exhibited these characteristics.	In this unit, students will explore national identity. Students will be introduced to the idea of patriotism and how we demonstrate patriotism. They will investigate the importance and meaning of national and state symbols. Students will study national patriotic holidays and learn about the people and events associated with those holidays.	In this unit, students will be introduced to the concepts of geography. These concepts include map skills, location, physical characteristics, and human characteristics. Students will learn about location and have the opportunity to describe the relative location of places. Students will learn about the physical characteristics of a place, including landforms, bodies of water, and weather. Students will have the opportunity to explore their place on the map and identify where they live.

