

Transitional Kindergarten—Curriculum Map 2017-2018 Benchmark Ready to Advance

Unit 1 <i>All About Me</i>	Unit 2 <i>Families and Friends</i>	Unit 3 <i>Communities and Health</i> PT Conferences Oct. 2-6	Unit 4 <i>Community Jobs and Fall</i> End of T1 Nov. 3/	Unit 5 <i>Celebrations and Winter</i>	Unit 6 <i>Animals</i> PT Conferences Jan. 22-26	Unit 7 <i>Transportation</i> End of T2 Feb. 24	Unit 8 <i>Spring and Growing Things</i>	Unit 9 <i>Farms and Food Sources</i>	Unit 10 <i>Insects and Ecology</i> End of T3 June 6
Aug. 16 – Sept. 1 13 Days (10 Instructional, 3 Flex)	Sept. 4 – Oct. 2 20 Days (20 Instructional - 0 Flex)	Oct. 3– Oct. 30 20 Days (20 Instructional - 0 Flex)	Oct. 31 – Dec. 6 20 Days (20 Instructional - 0 Flex)	Dec. 7 – Jan. 19 20 Days (20 Instructional - 0 Flex)	Jan. 22– Feb. 20 20 Days (20 Instructional – 0 Flex)	Feb. 21 – March 20 20 Days (20 Instructional - 0 Flex)	March 21– April 25 20 Days (20 Instructional – 0 Flex)	April 26– May 23 20 Days (20 Instructional, 0 Flex)	May 24– June 6 9 Days (9 Instructional, 0 Flex)
<p>Essential Question: <i>How do we learn from one another?</i></p> <p>ELA:</p> <ul style="list-style-type: none"> Books carry messages Book handling skills Print carries meaning Name recognition Words in print are separated by space Using illustrations to activate prior knowledge Understand relationship between words and illustrations <p>Writing:</p> <ul style="list-style-type: none"> Develop fine motor skills 	<p>Essential Question: <i>How do care for one another?</i></p> <p>ELA: <u>Letters: Mm, Aa</u></p> <ul style="list-style-type: none"> Book handling skills Title, author, illustrator Purpose of letters/numbers Answer simple questions about text using illustrations Orally describe details of illustrations from a text Comment about characters or events <p>Writing:</p> <ul style="list-style-type: none"> Begin to use correct pencil grip 	<p>Essential Question: <i>What makes a place a community?</i></p> <p>ELA: <u>Letters: Ss, Tt, li, Nn</u></p> <ul style="list-style-type: none"> Matching uppercase and lowercase letters Distinguish real from make-believe Distinguish between fiction and non-fiction Text purpose Story structure Story sequence Setting Use illustrations to retell Compare stories Simple story predictions Picture walks 	<p>Essential Question: <i>How do we stay safe and healthy?</i></p> <p>ELA: <u>Letters: Ff, Oo, Ll</u></p> <ul style="list-style-type: none"> Directionality Parts of a book Match uppercase and lowercase letters Distinguish between fiction and non-fiction Retelling Sequence of events Distinguish real from make-believe Word use Role playing <p>Writing:</p> <ul style="list-style-type: none"> Copy teacher's model Draw slant lines Practice correct grip 	<p>Essential Question: <i>How do we celebrate?</i></p> <p>ELA: <u>Letters: Pp, Review previous letters</u></p> <ul style="list-style-type: none"> Match uppercase and lowercase Use pictures for supporting ideas Make simple inferences Retell familiar story Compare two stories Poetry Label informational text Characters and events of a story <p>Writing:</p> <ul style="list-style-type: none"> Write letters Match labels 	<p>Essential Question: <i>How are animals alike?</i></p> <p>ELA: <u>Letters: Cc, Uu, Bb, Hh</u></p> <ul style="list-style-type: none"> Match uppercase and lowercase Identify spaces between words Directionality Parts of a book Retell key details Identify characters Relationships between images and text <p>Shared Writing:</p> <ul style="list-style-type: none"> Record ideas and 	<p>Essential Question: <i>How and why do we travel?</i></p> <p>ELA: <u>Letters: Ee, Rr, Dd, Ll</u></p> <ul style="list-style-type: none"> Directionality Parts of a book Match uppercase and lowercase Retell key details Relationships between images and text Geographical concepts of land Re-enact story events <p>Writing:</p> <ul style="list-style-type: none"> Use letter strings to represent writing 	<p>Essential Question: <i>How do the seasons affect our lives?</i></p> <p>ELA: <u>Letters: Gg, Jj, Kk, Vv</u></p> <ul style="list-style-type: none"> Match uppercase and lowercase Name letters in own name Use text evidence Retell a familiar story from memory Begin to make inferences Answer and ask questions about key details Pretend to read a story or informational text <p>Writing:</p> <ul style="list-style-type: none"> Print letters, numerals, familiar words, CVC words, or high frequency words 	<p>Essential Question: <i>How do we meet our needs?</i></p> <p>ELA: <u>Letters: Zz, Yy, Ww, Xx</u></p> <ul style="list-style-type: none"> Match uppercase and lowercase Respond to text-dependent questions Retell a familiar story from memory Use pictures to locate evidence Use graphics in informational text to recall key details <p>Writing:</p> <ul style="list-style-type: none"> Print letters, and CVC words Spell first name with letters Create 3-5 word sentences read from left to right 	<p>Essential Question: <i>How do we learn about the world around us?</i></p> <p>ELA: <u>Letters: Qq</u></p> <ul style="list-style-type: none"> Match uppercase and lowercase Capitalization and punctuation Use text evidence to support ideas Respond to text-dependent questions Retell a familiar story from memory Use pictures to locate evidence Use graphics in informational text to recall key details

<ul style="list-style-type: none"> • Compose sentences and ideas orally • Match labels on charts 	<ul style="list-style-type: none"> • Draw round shapes • Compose sentences and ideas orally • Match labels on charts 	<p>Writing:</p> <ul style="list-style-type: none"> • Scribble freely using correct grip • Hand-eye coordination • Write letters • Students match labels • Draw round and rectangular shapes • Draws a picture from a familiar story 	<ul style="list-style-type: none"> • Draw lines and scribbles • Painting skills • Draw vertical and horizontal lines • Match labels • Draw pictures on a graphic organizer 	<ul style="list-style-type: none"> • Use letter strings to represent writing • Dictate a sentence • Write using scribbles • Write marks to represent own name 	<p>information in a chart</p> <ul style="list-style-type: none"> • Create a word web • Draw and write sentences 	<ul style="list-style-type: none"> • Record ideas and information in a chart • Provide edit or revision suggestions to a class writing • Draw and write sentences 	<ul style="list-style-type: none"> • Choose words and pictures in pocket chart • Copy labels on their own pictorials • Use a combination of drawing, dictation, or inventive writing to express and idea or opinion • Begin to draw, dictate, or write in a journal 	<ul style="list-style-type: none"> • Combine familiar HFW with CVC to create simple questions • Copy labels on their own pictorials • Use drawing, dictating, or writing to narrate a single event and provide a reaction to what happened 	<p>Writing:</p> <ul style="list-style-type: none"> • Combine familiar HFW with CVC to create simple • Print letters, and CVC words • Spell first name with letters • Copy labels on their own pictorials
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Sight Words: I, like, the, is, it, a, my, see, can, look, go, to, we, and
 Students will be exposed to 50 sight words throughout the school year, but will focus on learning the 14 listed above

<p>Math:</p> <ul style="list-style-type: none"> • Describe objects • Compare and identify objects that look the same, go together • Compare areas and sizes of objects • Locate ordinal positions • Recognize repeating patterns in environment • Copy teacher’s model and places objects in horizontal row from left to right 	<p>Math:</p> <ul style="list-style-type: none"> • Match objects maintaining one-to-one correspondence • Compare objects from two groups • Sort objects by 1-2 characteristics and tells why an object does not belong • Understand that numerals can be used to represent quantities • Understand the numerals, 1-3, and the word one-three, represent 1-3 objects • Understand that the last number named when counting objects represents the total number of objects in a set • Complete a simple pattern and identifies “What comes next?” 	<p>Math:</p> <ul style="list-style-type: none"> • Extend a simple pattern • Understand that objects can be measured • Identify rectangle and squares as having 4 sides, 4 angles • Understand that four objects can be counted and represented by the numeral, 4, and the word, four • Sort shapes • Decompose number values, 2-4 • Understand simple additive concepts • Use a tally system or picture graph • Create picture representations of numbers 1-4 • Count and compare sets of 1-4 objects • Understand the word, TOTAL, represent all objects that can be counted in one set • Subitize, or visually name quantity of sets without counting, using 1-4 objects 	<p>Math:</p> <ul style="list-style-type: none"> • Recognize and name triangle and heart • Draw shapes • Count and represent five objects by numeral, 5, and the word, five • Create sets of 1-5 objects • Use numerals 1-5 to represent the total number of objects counted in a set • Count orally 1-5, increasing to 10 and then 1-20 or higher • Recognize and locate positions • Recognize that the quantity of a set remains the same even when objects are aligned or random and arranged differently • Decompose numerals 2- 5 • More than or greater than 	<p>Math:</p> <ul style="list-style-type: none"> • Count orally from 1-10, increasing to 1-15, and then 1-20 or higher • Understand that six – seven objects can be counted and represented by the numeral, 6-7, and the word, six-seven • Recognize and name shape: hexagon and diamond • Create and compare numerals 1-7 • Decompose sums and number values 2-7 • Whole and one-half • More than, greater than, less or less than, or same or equal 	<p>Math:</p> <ul style="list-style-type: none"> • Sort objects, create sets, count objects in a set • More or less, greater than or less than, or equal. • Use real shapes, names and describe shapes by their attributes • “How many” in each set • Understand that eight-nine objects can be counted and represented by numeral, 8-9 • Create and compare sets that contain 1-8 • Recognize and name shape: octagon, having 8 sides and 8 angles • Solve simple addition 	<p>Math:</p> <ul style="list-style-type: none"> • Decompose sums and number values for 2-8 • Understand and use position words • Understand use of picture, chart, bar graph or pictograph • Count orally from 1-10 or 1-20 or higher while repeating numerals in correct sequence • Create simple addition problems and explain actions when using 1-7 objects • Express reasoning for solving simple problems using objects to support discussion and compare quantities 	<p>Math:</p> <ul style="list-style-type: none"> • Understand passage of time • Use real objects to represent time • Attend to precision and look for and make use of structure • Use concrete objects to set up and solve simple addition problems • Identify “how many” objects can be counted in a group or set • Create sets of 1-8 objects, counts to determine how many in set, and matches number to represent the total objects counted in a set • Identify sets that are greater than, less than or equal to in number • Begin to identify names of coins, penny, nickel, dime, quarter, and dollar (not their values) 	<p>Math:</p> <ul style="list-style-type: none"> • Begin to identify names of coins • Decompose sums and number values for 2-8, demonstrating number sense • Weight • Begin to copy teacher’s model and print numerals 6,8,9, 0 • Place objects in ordinal positions, first, second, third, fourth, fifth • Read a graph • Understand that ten objects can be counted and represented by numeral, 10 and the word, ten • Compare sets that contain 1-10 objects and matches numerals 1-10 • Count orally 1-10, 1-20 or higher, while maintaining correct sequence of numbers • Decompose numeral values from 2-9 	<p>Math:</p> <ul style="list-style-type: none"> • Use concrete objects to complete simple subtraction problems • Copy teacher’s model and prints numerals 5, 7 • Print numerals 0-5 or higher, 1-10, noting that ten requires two digits • Use concrete models to respond to verbal word problems for adding and subtracting 1-5 objects • Count 1-20 or higher • Compare sets for more or less 1-10 • Share or divide up to 10 items equally • Ordinal positions, first, second, third, fourth, fifth • Answer “how many?” questions about as many as 10 things • Print numerals
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<p>Social Emotional Development</p> <ul style="list-style-type: none"> • Show self- control • Transition into unfamiliar setting • Engage in activities and meets new people and makes new friends • Role-play ways to follow routines for using or storing classroom materials • Begin to understand purpose rules and consequences • Participate in multiple play activities • Follow daily routines • Engage in conversations about following rules for cooperating with others • Demonstrate independence by taking care of personal belongings or cleaning up 	<p>Social Emotional Development</p> <ul style="list-style-type: none"> • Role-play ways to appropriately express feelings and emotions and show acts of kindness • Show respect for others and their property by following rules • Initiate social interactions and play with others • Make choices and demonstrate preferences • Use kind words in social situations • Actively explore, using curiosity to initiate and engage in new experiences and activities, demonstrating more confidence • Compromise and adjust behavior for different settings • Demonstrate how to request to use and care for other people's property • Begin to show reasonable opinions of own abilities and limitations • Demonstrate feelings of competence and independence, by making I CAN statements • Show or demonstrates empathy 	<p>Social Emotional Development</p> <ul style="list-style-type: none"> • Participate in making group rules or rules for daily routines • Apply rules in new, but similar situations • Understand that rules apply to children and adults for their protection • Role-play how to negotiate and cooperate with a friend • Use "trial and error" method and perseveres to figure out a task or problem • Channel emotions safely by pulling self out of activity to relax and regroup • Communicate more than one solution to a problem • Maintain eye contact with speaker and listens attentively for age appropriate time periods • Investigate areas of interest while maintaining more focus on task • Show empathy for others when they are hurt or ill • Accept consequences for actions and choices, either positive or negative • Generate ideas about appropriate ways for handling conflicts • Recognize bullying behaviors and role- plays how to seek assistance from adult 	<p>Social Emotional Development</p> <ul style="list-style-type: none"> • Demonstrate ways to develop and maintain warm relationships with others • Identify problems and solves them with less support from an adult • Communicate and attempt multiple ways to solve a simple problem • Identify favorite games and activities • Regulate own behavior with less prompting • With minimal prompting, follow routines for cooperating with others • Self-regulate and follow rules, making age appropriate choices most of the time 	<p>Social Emotional Development</p> <ul style="list-style-type: none"> • Use words in complete sentences to express feelings about specific events • Refer to self by first and last name and identifies gender • Show positive feelings about their own gender, family, race, culture, and language • Demonstrate confidence in initiating social interactions with adults and children • Demonstrate an age-appropriate understanding of the differences in family celebrations and cultures • Participate in role-plays and act out feelings and emotions • Begin to recognize bullying • Demonstrate how to seek help from adult if bullying occurs 	<p>Social Emotional Development</p> <ul style="list-style-type: none"> • Participate in a collaborative conversation • Follow agreed upon rules for a discussion • Name ways that families work together • Demonstrate how to assume simple leadership responsibilities • Assume roles as classroom helper, completing assigned jobs and acting like a confident leader • Work with others to complete an activity or project and demonstrates persistence to complete task • Begin to recognize and solve problems for self and helps others 	<p>Social Emotional Development</p> <ul style="list-style-type: none"> • Work cooperatively with a partner, providing assistance to others • Allow friend or partner to take the first turn • Role-play ways to show empathy for others when they are upset or hurt • Engage in collaborative conversation about a personal experience • Work cooperatively on group project, sharing roles and responsibilities 	<p>Social Emotional Development</p> <ul style="list-style-type: none"> • Share information with a peer or in a small group, talking about a familiar topic • Describe emotions when it is cloudy and rainy outside • Understand that he/she has choices • Ask questions about other children's drawings, dictations or writing and makes positive comments 	<p>Social Emotional Development</p> <ul style="list-style-type: none"> • Identify a solution or ending in a story that resembles a personal experience • Role-play how to show acts of kindness • Demonstrate self-efficacy, knowing acceptable boundaries, follow rules with less prompting • Participate in activities that encourage self-motivation, cooperation, and minimize competition • Compliment the effort and work of others who ask or answer questions and add positively to conversations 	<p>Social Emotional Development</p> <ul style="list-style-type: none"> • Identify fears and dangers related to insects • Use facial expressions to demonstrate understanding of emotions • Use language to describe how it feels to help others when they are hurt • Express and describe personal preferences using age-appropriate correct grammar and complete sentences
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