

## Mathematics

### Counting and Cardinality

CCSS.MATH.CONTENT.K.CC.A.1  
 CCSS.MATH.CONTENT.K.CC.A.2  
 CCSS.MATH.CONTENT.K.CC.A.3  
 CCSS.MATH.CONTENT.K.CC.A.4  
 CCSS.MATH.CONTENT.K.CC.A.4.A  
 CCSS.MATH.CONTENT.K.CC.A.4.B  
 CCSS.MATH.CONTENT.K.CC.A.4.B  
 CCSS.MATH.CONTENT.K.CC.A.5.a  
 CCSS.MATH.CONTENT.K.CC.A.5.b

I can count to 100 by ones and tens.  
 I can count forward starting at any number I have learned.  
 I can write numbers from 0 to 20.  
 I can write a number to tell about a group of 0 to 20 things.  
 I can understand how number names go with counting things in the right order.  
 I can name the number for each thing in a group as I count them.  
 I can understand that the last thing I count tells the number of things in a group.  
 I can understand that things in a group can be moved around and the total number will be the same.  
 I can count up to 20 to tell how many things are in a line, a box or a circle.  
 I can count up to 10 to tell how many things are in a group.

### Measurement and Data

K.CC.SS.MATH.CONTENT.K.MD.A.3  
 CCSS.MATH.CONTENT.K.MD.A.4

I can put things into groups by looking at how they are the same.  
 I can count the things that I put into groups and then sort them by how many.

### Geometry

I can complete simple ABAB Patterns  
 I can name colors  
 I can name 2d shapes

### Key Vocabulary:

**ELA** – characters, front cover, back cover, title, period, capital, lowercase, finger spaces, top, bottom, page, left to right, first letter, last letter, word, letter, sentence, sound, story  
**Math** – pattern, 1-1, counting, numbers, shapes, colors, group, order, 1-100, forwards, count on, sort  
**Social Studies** – following instructions, rules, friend, teamwork, good citizen, consequences, behaviour, class dojo, portfolio, brag tags,  
**Science** – scientist, sense, smell, taste, touch, sight, hearing, magnifying glass, tweezers, lab coat, exploration, prediction (hypothesis), results, experiment, safety goggles, observations, drawings, project, questions, investigation, sour, sweet, bitter, salty, tongue, nose, stinky, good, bad, hands, texture, soft, hard, rough, smooth, soft, spiky, fluffy, cold, hot, eyes, big, small, light, dark, colors, round, pointy, shapes, ears, loud, quiet, noisy

### ELA

#### Reading Standards

RL.K.10 Actively engage in group reading activities with purpose and understanding.  
 RI.K.5 With prompting and support, identify front cover, back cover, and title page of a book. (Also, review for informational text unit)  
 S&L.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics & texts.  
 S&L.K.1a Follow agreed-upon rules for discussions.  
 S&L.K.3 Ask and answer question in order to seek help, get information, or clarify something that is not understood.  
 S&L.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. Applicable during whole year  
 RF.K.1 Demonstrate understanding of the basic features of print.  
 RF.K.1a Follow words from left to right, top to bottom, and page by page.  
 RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.  
 RF.K.1c Understand that words are separated by spaced in print.  
 RF.K.1d Recognize all upper- and lowercase letters of the alphabet.  
 RF.K.2 Demonstrate understanding of spoken words and sounds.  
 RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.  
 RF.K.2e Add or substitute individual sounds in simple, one-syllable words to make new words.  
 RF.K.3a Demonstrate basic knowledge to one-to-one letter-sound correspondences by producing consonant.  
 RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  
 RF.K.3c Read common high-frequency words by sight. Applicable during whole year

#### Writing Standards

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Applicable during whole year  
 L.K.1a Print many upper- and lowercase letters.  
 L.K.2 Demonstrate command of conventions of standard English capitalization, punctuation & spelling when writing.  
 L.K.2c Write a letter or letters for most consonant and short-vowel sounds.  
 L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  
 L.K.5a Sort common objects into categories to gain a sense of the concepts the categories represent.

#### Books:

**Polar bear, polar bear, what do you hear?**

**SCF:**  
**Self Confidence**

**Art**  
**Safety First**  
**Identify the colors**  
**Draw and identify basic letter shapes and cut them**

**PE**  
 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.  
 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.  
 2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes  
 3.1 Participate in physical activities that are enjoyable and challenging.

**Social Studies**  
 Students understand that being a good citizen involves acting in certain ways.  
 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.  
 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

**5 Senses**  
**All About Me**  
**Who Am I?**

**Life Skills**  
**Growth mindset**  
**I can't YET! Using the correct language to promote a positive growth mindset and confidence in the classroom.**

**Computer Literacy**  
**Familiarity with Smart TV and Smart Notebook program**  
**Familiarity with tablets and navigation between apps**  
**Use technology to navigate applications in order to acquire information for research projects**  
**Using I pads for clasdojo self portfolio**  
**Music/dance**  
 Identify basic elements in music. Use the singing voice to echo short melodic patterns. Practice copying and creating rhythmic beats.

**Science**  
**Life Science:**  
 Observe common objects by using the five senses.  
 Describe the properties of common objects.  
 Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight)

	<b>Topic: All About Me</b> <b>Who am I?</b>
<b>Entry points</b>	Teddy bear Picnic
<b>Outcomes</b>	Students will have a good understanding of rules and routines, they will understand growth mindset and what social or academic goals they want to achieve.
<b>Experiences</b>	- teddy bear picnic - STEM 5 senses experiments

<b>Pupil Voice:</b>	We want to use our bodies to explore the 5 senses. I know what I want to learn this term
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<b>Evaluation</b>	End of Unit project where students will explore the 5 senses using their body. They will get to explore all KG2 classrooms and investigate using
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	their 5 senses.
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