

# Tree Hill Learning Center

## Kindergarten Curriculum Overview

### Language Arts

Our language arts curriculum is based on Wonders. The skills that we teach throughout the year cover these standards that correspond to the Washington Common Core State Standards.

Some of Language Arts is also covered during our circle time at the beginning of the day and during our literacy warm up time.

#### Circle Time

- Today's date format (Monday, September 13th, 2021) Yesterday was/Tomorrow will be
- Alphabet Phonics Song (The Learning Station)
- Seasons (What is the weather like today?)
- Counting days in school - Place Value/Ten Frame
- Letter of the week
- Sight Word Practice

#### Literacy Warm Up

- Letter Recognition
- Letter Trace
- Letters Uppercase and Lowercase
- Letter sounds

During our Language Arts lessons, they are structured in a literacy center format. As a whole group the teacher will teach a 10-15 minute lesson. Then, for the following 30-45 minutes students will be in small groups rotating through stations. This allows for more individualized learning and one-on-one time with the teacher.

#### Literacy Centers/Workshops

- Letters A-Z Upper and Lowercase (recognition, writing, sounds)
- Short/Long Vowels
- Beginning Blends (ch, sh, th)
- Beginning, Middle and End sounds
- Rhyming
- Sight Words (recognition and writing)
- Parts of a book
- Fiction and Non-Fiction
- Opinion Writing

- Informative Writing
- Adding details to writing and illustrations
- Poetry
- Author Reports
- Writing and illustrating stories
- List Writing
- Letter Writing

## Math

Our math curriculum is based on Eureka Math/Zearn. The skills we teach throughout the year cover these standards which correlate to the Washington Common Core State Standards. I cover the lessons that best fit the students' needs. Sometimes we might skip a few lessons or focus on one for a longer period of time depending on the classroom needs of the students. Each module has topics and in those topics there are lessons.

[Eureka Math AKA- Engage NY](#)

<https://www.engageny.org/resource/kindergarten-mathematics-module-1>

**Module 1:** Topics A-H touches on an understanding of relationships between numbers and knowing that each successive number name refers to a quantity that is one greater and that the number before is one less.

- K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- K.CC.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.CC.4.b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- K.CC.4.c Understand that each successive number name refers to a quantity that is one larger.
- K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many
- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
- K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**Module 2:** Explores two-dimensional and three-dimensional shapes. Students learn about flat and solid shapes independently as well as how they are related to each other and to shapes in their environment.

- K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.2 Correctly name shapes regardless of their orientations or overall size.
- K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
- K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

**Module 3:** They now compare and analyze length, weight, volume, and, finally, numbers.

- K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.
- K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**Module 4:** They begin to harness their practiced counting abilities, knowledge of the value of numbers, and work with embedded numbers to reason about and solve addition and subtraction expressions and equations. In Topics A and B, decomposition and composition are taught simultaneously using the number bond model so that students begin to understand the relationship between parts and wholes before moving into formal work with addition and subtraction in the rest of the module.

- K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
- K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- K.OA.5 Fluently add and subtract within 5.

**Module 5:** Students clarify the meaning of the 10 ones and some ones within a teen number and extend that understanding to count to 100.

- K.CC.1 Count to 100 by ones and by tens.
- K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

- K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**Module 6:** To wrap up the year, students further develop their spatial reasoning skills and begin laying the groundwork for an understanding of area through composition of geometric figures.

- K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

## Science

In our kindergarten science curriculum, students will be introduced to science concepts that build upon the knowledge and experiences that children already have, which enables them to connect to new concepts and skills. These concepts are taught using age-appropriate interactive activities, songs, and characters with engaging lesson plans.

[https://www.generationgenius.com/washington-science-standards/?gclid=Cj0KCCQjws4aKBhDPARIsAIWH0JUwUEBdm6En8HiJ4uWippbvWS6t5j\\_\\_h66AucV2Kcvqu-bOiPdrnHEaAkxtEALw\\_wcB](https://www.generationgenius.com/washington-science-standards/?gclid=Cj0KCCQjws4aKBhDPARIsAIWH0JUwUEBdm6En8HiJ4uWippbvWS6t5j__h66AucV2Kcvqu-bOiPdrnHEaAkxtEALw_wcB)

1. Pushes and Pulls (NGSS) Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
2. Sunlight warms the Earth (NGSS)
3. Living vs. Non- living things (NGSS)
4. Habitats (NGSS)
5. Introduction to weather (NGSS)
6. Reducing our impact on earth; Natural resources (NGSS)

## Social Studies

Each month we have a Social Studies theme. Our social studies standards are integrated into other areas of our program such as reading, writing, math, or art. Social studies learning standards are broken down in four categories: **civics, economics, geography, and history**

**September:** My Classroom (Civics and History)

- Rules of my school and classroom
- Recognize the purpose of rules and structure in the classroom
- Demonstrate understanding of different perspectives of others (other students having different interests)

**October/November:** Thanksgiving/Harvest (Civics and History)

- Identify names of local tribes
- Identify key technologies and natural resources used by Native American tribes
- Identify how stories help us understand people in history

**December:** Winter - Holidays around the world

**January:** My Community (Civics)

- How can I help my community
- Recognize good citizenship
- Rules of the school/community
- Where do I live (school, city, state, country)

**February:** Community Helpers (Economics)

- Identify consumers and producers
- Provide examples of goods and services
- Identify public and private providers of goods and services
- Identify how jobs in our community help us

(Doctors, Nurses, Teachers, Plumbers, Store Clerks, Mail man, Fire fighters, Garbage collectors, etc)

**March:** Author Studies

- Dr. Suess
- Eric Carle
- Mo Willems

**April:** Weather and Climate (Geography)

- Explain how weather and climate affect people's lives in a place or region
- Identify natural events or physical features (air, water, land)
- Describe how an environment affects one's activities
- Explain how seasons affect what goods are produced

**May/June:** Flowers and Plants (Geography and Civics)

- Native plants and flowers in our area

## Physical Education

Our Physical Education skills are based on the age appropriate kindergarten Common Core State Standards. Most motor skills at this age are emerging and will develop as the child ages. As well as learning movement skills, physical education also teaches students about living healthy and the basics of our body system.

<https://www.k12.wa.us/sites/default/files/public/healthfitness/standards/physicaleducationk-12learningstandards.pdf>

### **Standard 1: Motor Skills and Movement Patterns**

- Demonstrate emerging locomotor skills (jog, run, gallop, slide, hop) and nonlocomotor skills (rock, sway, stretch, swing) while maintaining a balance.
- Can balance on different bases of support
- Demonstrate emerging patterns of an underhand and overhand throw
- Demonstrate emerging patterns of catching a bounced ball
- Demonstrate emerging patterns of kicking a stationary ball

### **Standard 2: Knowledge of health enhancing behaviors**

- Recognize active and inactive behaviors
- Recognize that moving faster causes faster heartbeat and breathing
- Recognize basic structures of our body system
- Describe the five senses and it's related body parts
- Recognizes food group and which foods are healthy and unhealthy
- Describe how being active leads to a healthy body

## Art/Music:

Visual Arts and Music skills are based on those of the Washington State Learning Standards. The Kindergarten standards can be found on the k12 website or by the following links provided here:

[https://www.k12.wa.us/sites/default/files/public/arts/standards/2017/MusicStandards\\_ADA\\_PASSED\\_2-6-19\\_PASSED\\_11-15-19.pdf](https://www.k12.wa.us/sites/default/files/public/arts/standards/2017/MusicStandards_ADA_PASSED_2-6-19_PASSED_11-15-19.pdf)

[https://www.k12.wa.us/sites/default/files/public/arts/standards/2017/VisualArtsStandards-ADA\\_PASSED\\_12-27-18\\_PASSED\\_11-15-19.pdf](https://www.k12.wa.us/sites/default/files/public/arts/standards/2017/VisualArtsStandards-ADA_PASSED_12-27-18_PASSED_11-15-19.pdf)

Explore musical ideas such as:

- Tempo
- Dynamics (loud-quiet)
- Create simple AB patterns
- Explore percussion instruments

Explore Art by:

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Create simple representations of 2D and 3D work
- Represent experiences through art
- Identify the function and purpose for art
- Create art that tells a story