

Penny Clifford  
Kindergarten  
Second Quarter Outlines

**Language Arts**

Week 10

- Segment and blend three-phoneme words, using letters
- Learn the sound-symbol correspondence for /k/, /v/
- Review the sound-symbol correspondence for s, a, t, r, p, n, l, c, l, m, o, b, f, u, d, e, g, h
- With prompting and support, students will retell familiar stories, including key details
- With prompting and support, students will identify characters, settings, and major events in a story
- Interactive Writing- Good News and Not- So-Good News

Week 11

- With prompting and support, students will spell and read regularly spelled VC and CVC words
- Learn the sound-symbol correspondence for /j/, /z/, /w/
- Learn the letter formations for j, z
- Review the sound-symbol correspondence for s, a, t, r, p, n, l, c, l, m, o, b, f, u, d, e, g, h, k, v
- Read common high frequency words by sight – l, a
- With prompting and support, students will retell familiar stories, including key details
- With prompting and support, students will identify characters, settings, and major events in a story
- Interactive Writing – Animal News

Week 12

- Segment and blend three-phoneme words, using letters
- Read CVC (short a) words, phrases, sentences
- Read common high frequency words by sight (the, see)
- Learn the sound-symbol correspondence for /x/, /y/ and the writing for x, y, z
- Review the sound-letter associations for all other consonants and short vowels
- With prompting and support, students will identify characters, settings, and major events in a story
- Interactive Writing – Sport News

Week 13

- Read common high frequency words by sight (no, of, to)
- Learn the sound-letter associations and writing for /sh/, /th/
- Review the sound-letter associations for all other consonants and short vowels
- With prompting and support students will answer questions about key details in the text
- Read emergent text (Sam the Cat) with purpose and understanding
- Journals
- News Stories

Week 14

- Segment and blend three-phoneme words, using letters
- Read CVC (short a and i) words, phrases, sentences

- Read common high frequency words by sight (play, me, too)
- Learn the sound-symbol correspondence and writing for /qu/, /ch/
- Review the sound-letter associations for all other consonants, short vowel and consonant digraphs (sh, th)
- With prompting and support, students will identify characters, settings, and major events in a story

#### Week 15

- Students will read common high frequency words by sight (one, two, three, said)
- Students will learn the sound-symbol correspondence and writing for /wh/, /ng/
- Students will review the sound-symbol correspondence for all other consonants and short vowels
- With prompting and support, students will retell familiar stories, including key details
- With prompting and support, students will identify characters, settings, and major events in a story
- Read emergent text (Where Is Sam?) with purpose and understanding

#### Week 16 and 17

- Mid-year Summative Assessment
- Students will read common high frequency words by sight (over, she, he, we)
- Students will learn the sound-symbol correspondence and writing for /wh/, /ng/
- Students will review the sound-symbol correspondence for all other consonants, short vowels, consonant digraphs (sh, th, qu, ch)
- With prompting and support, students will retell stories and demonstrate understanding of their central message
- With prompting and support, students will identify characters, settings, and major events in a story
- Students will read emergent text (Too Hot) with purpose and understanding

The students will practice:

Left to right progression

Paper and pencil position when writing

Holding scissors correctly when cutting

Gluing neatly

Neat strokes when coloring and work on staying in the lines.

#### **Social Skills**

The students will learn to:

Get along with others

Share

Follow directions

Keep hands to self

Clean up after self

Use manners with others

Use words to solve conflicts

Express themselves

## **Math**

### Comparing and Ordering Numbers 0 to 10

- use counting to identify a number that is 1 fewer than another number
- use counting to identify a number that is 2 more than another number
- use counting to identify a number that is 2 fewer than another number
- order numbers from 0 through 10 in sequence
- use a number line to count numbers 0 to 10 in order
- solve problems by using counters to show 1 more and 2 more

### Numbers to 20

- recognize and write the numerals that describe the quantities 11 and 12
- Recognize and write the numerals that describe the quantities 13, 14, and 15
- Recognize and write the numerals that describe the quantities 16 and 17
- Recognize and write the numerals that describe the quantities 18, 19, and 20
- Solve problems by applying logical reasoning to identify missing numbers in a number sequence

### Numbers to 100

- Will count to 30 objects
- Use benchmarks to estimate quantities of groups
- Count and write numbers to 100 on the hundred chart
- Count groups of 10, up to 10 tens, and write how many
- Use a hundred chart to recognize patterns when counting by 2s and 10s
- Solve problems by looking for a pattern

### Understanding Addition

- Act out number stories that involve joining two groups
- Interpret illustrations that show joining groups and write the corresponding numbers
- Determine how many there are altogether when two groups are joined
- Use the plus sign (+) to represent joining groups when recording addition
- Identify and use the equal sign (=); add and write the sum
- Write and solve addition sentences to represent joining situations
- Solve problems by drawing pictures about joining two groups

### Understanding Subtraction

- Act out number stories that involve separating two groups
- Determine how many are left when some objects in a group are taken away
- Compare two groups to find how many more or fewer
- Act out and solve subtraction word problems and record the answers
- Use the minus sign (-) to represent “take away” situations when recording subtraction
- Use the equal sign (=), subtract, and write the difference
- Write and solve subtraction sentences to represent take-away situations
- Solve problems by choosing addition or subtraction

## **Religion**

### **I Can Hear**

- develop a greater awareness of and appreciation for their sense of hearing
- develop listening skills through the experience of using their sense of hearing for various enjoyable activities
- introduce the children to the value of silence for quiet reflection, prayer, and listening to the Spirit of God in their hearts
- help the children express their thankfulness and appreciation to God for their sense of hearing through Scripture, music, and prayer

### **I Can Smell**

- develop an appreciation for their sense of smell as a natural gift from God
- experience the enjoyment of using their sense of smell through various activities
- understand that God also gave us this sense for our safety and protection
- help the children express their thankfulness and appreciation to God for their sense of smell through Scripture, music, and prayer

### **I Can Taste**

- develop a greater awareness of and appreciation for their sense of taste as a natural gift from God
- experience the enjoyment of using their sense of taste through various sensory activities
- help the children celebrate all their senses
- help the children express their thankfulness and appreciation to God for all their senses through Scripture, music, and prayer

### **Thanksgiving**

- Increase the children's awareness of God's many gifts for us – in creation, for our family and friends
- Develop an attitude of thankfulness and appreciation for God's gifts through a story, discussion, and activities
- Celebrate and express thankfulness and appreciation to God through Scripture, music, and prayer

### **Advent: A Time for Waiting**

- Increase the children's understanding of Advent as a time for waiting through a story and follow-up discussion
- Discover that families can have fun together getting ready for Christmas
- Experience the joy of getting ready for Christmas through their preparation of an Advent Wreath and other activities
- Celebrate and express their thankfulness and appreciation to God for sending us Jesus through Scripture, music, and prayer

### **Advent: Preparing for Jesus' Birthday**

- Increase the children's understanding of Advent as a time for preparing through a story and a follow up discussion
- Understand the meaning of Christmas through a discussion and an activity involving symbols of Christmas
- Experience the enjoyment of preparing for Christmas through the assembly of a presents-for-Jesus tree

- Celebrate and express their thankfulness and appreciation to God for sending us Jesus through Scripture, music and prayer

#### Christmas: Gifts for Others

- Enrich the children's understanding of the word gift and the reasons for giving gifts to others at Christmas through story and follow-up discussion
- Experience the enjoyment of making gifts for their families
- Celebrate and express their thankfulness and appreciation to God for sending us the gift of his Son, Jesus, through Scripture, music, and prayer

#### Jesus Is a Loving Friend

- continue to develop a relationship of trust and friendship with Jesus
- learn more about Jesus' love for children through Scripture story and follow-up discussion
- celebrate Jesus' love for them through various activities
- help the children express their thankfulness and appreciation for Jesus' friendship through Scripture, music, and prayer

## **Science**

### Earth Science

#### Our Land, Water, and Air

- What makes up Earth's Surface?
- What are some of Earth's landforms?
- How can we use land on Earth?
- Where is water found on Earth?
- How do we use water and air?
- How can you help care for the earth?

#### Weather and Seasons

- What are different kinds of weather?
- What is spring?
- What is summer?
- What is fall?
- What is winter?
- What are different kinds of storms

#### Matter

- objects have many different observable properties
- some objects are made up of many different materials
- matter exists in different states (solid, liquid, gas)
- materials can be changed by cutting, folding, bending and mixing

## **Social Studies**

### Workers

- Identify the occupation of people at school, in the community, and at home
- Describe how each worker is helpful to others
- Read a picture graph

### Working for Money

- Explain why people have jobs and how jobs impact their lives, families, and communities
- Recognize the relationship between work and money
- Identify goods and services

### Make a Choice When Buying

- Explain why people have to make choices when buying
- Recognize that making choices involves costs and benefits
- Understand the consequences of choices
- Identify U.S. currency

### Citizenship: Volunteers

- Explain that volunteers are people who work for no money
- Describe how volunteers benefit the community
- Recognize that people have a responsibility to others in a community

### Using Resources

- Recognize that available resources determine how a basic need or want is met
- Describe how people use the environment
- List ways to conserve limited resources