Kindergarten Wide Scope Curriculum Map 2006 - 2007

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	September	October	November	December	January	February	March	April	May/June
eading	Content / Concept Concepts of Print Phonemic Awareness Vocabulary Listen to and read a variety of literature **INTRODUCTION AND GUIDED PRACTICE**	Content / Concept Elements of a story Listening Comprehension Making Predictions Read appropriately leveled texts independently	Content / Concept Read to recognize everyday print (labels, newspapers, magazines) Sort words into categories (farm words, family members, etc.)	Content / Concept Story retelling Understanding differing approaches to reading a variety of genres Elements of the different genres	Content / Concept Guided reading groups Reading for fluency Decoding	Content / Concept Correctly read most sight words	Content / Concept Recalling information from an information text •	Content / Concept Recites poems, rhymes and songs Retell, re-enact and/or dramatize stories or parts of stories	Content / Concept • Correctly read sight words
8	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand
Kdg. I	Interventions/Scaffolding: • Teacher modeling of strategies	Interventions/Scaffolding: Teacher models through interactive read aloud	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding: • Homogeneous Small Reading Groups	Interventions/Scaffolding: • Turtle Words • Sight Word Games	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:
_	 Reading Buddies (All Year) Educational Assts. (All Yr) Extensions/Acceleration: Open ended opportunities Reading Buddies (All Year) Educational Assts (All Yr) 	using text strong in a particular element Reading for Meaning Center (REACH) Extensions/Acceleration: Open ended read-alouds Rdg for Meaning Center (REACH)	Extensions/Acceleration	Extensions/Acceleration:	Extensions/Acceleration: • Homogeneous Small Reading Groups	Extensions/Acceleration:	Extensions/Acceleration:	Extensions/Acceleration:	Extensions/Acceleration:
Writing	Content / Concept Write to express own meaning. Write by moving L to R and top to bottom Introduce room resources, such as word wall, Kid Crowns, etc. Phonemic Awareness Skills	Content / Concept Exploring different purposes for writing Begin to correctly write upper and lower case letters	Content / Concept Exploring different purposes for writing Begin to correctly write name using proper upper and lower case letters Recording responses to literature, scientific observations, and art	Content / Concept Utilizing content area vocabulary (room resources) to integrate into writing	Content / Concept Independently write many upper and lower case letters Learn most 1 to 1 letter-sound correspondence Independently use room resources, such as word wall, Kid Crowns	Content / Concept Spelling by matching some sounds with the appropriate letters	Content / Concept	Content / Concept Independently write some CVC words and some sight words Writes most letters and some that are dictated Write in response to literature	Content / Concept
>	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand
Kdg	Interventions/Scaffolding: • Teacher modeling, guided practice, small group instr. (All Year) • Educational Assts. (All Yr.) Extensions/Acceleration: • Open ended writing act. • Educational Assts. (All Yr.)	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding:Extensions/Acceleration:Independent writing practice	Interventions/Scaffolding: Extensions/Acceleration: Independent writing practice	Interventions/Scaffolding: Extensions/Acceleration: Independent writing practice	Interventions/Scaffolding: Extensions/Acceleration: Independent writing practice	Interventions/Scaffolding: Extensions/Acceleration: Independent writing practice
dg. Math	Content / Concept Interpreting a 2-column graph Understanding concepts related to time of day Identify basic shapes Count objects using 1-1 correspondence to 10 (Unit: Mathematical Thinking in Kindergarten) Do Know Understand	Content / Concept Sort, classify and order by size, shape or other properties Copy and extend patterns using concrete models (Unit: Pattern Trains and Hopscotch Paths)	Content / Concept Read and identify whole numbers less than 10 Make reasonable estimates of a collection of objects Do Know Understand	Content / Concept Relative position Recognize whole numbers Decompose numbers Mentally find 1 more or 1 less than a single digit number. Writes numbers 0-10 out of sequence (Unit: Numeral Writing Replacement Unit) Do Know Understand	Content / Concept Counting Compare quantities (Unit: Collecting, Counting and Measuring)	Content / Concept • Match shapes to outlines of the shape (Unit: Collecting, Counting and Measuring)	Content / Concept 1 to 1 Correspondence Identify basic shapes in the environment (Unit: Counting Ourselves and Others) Do Know Understand	Content / Concept Compare quantities using proper math terms Solve story problem using manipulatives Sorting and Classifying (Making Shapes and Building Blocks) Do Know Understand	Content / Concept Communicating mathematical thinking Add and subtract pairs of Numbers (How Many In All?)
Ä	Interventions/Scaffolding: • Educational Assts. (All Yr) Extensions/Acceleration: • Math Lab Small Group	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:
	• Educational Assts (All Yr)	Math Lab Small Group Investigations CD ROM	Math Lab Small Group Investigations CD ROM	Math Lab Small GroupInvestigations CD ROM	Math Lab Small Group Investigations CD ROM	Math Lab Small Group Investigations CD ROM	Math Lab Small GroupInvestigations CD ROM	Math Lab Small Group Investigations CD ROM	Math Lab Small GroupInvestigations CD ROM
		(Computer Lab)	(Computer Lab)	(Computer Lab)	(Computer Lab)	(Computer Lab)	(Computer Lab)	(Computer Lab)	(Computer Lab)

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	September				, ·	•		April	·
Science / Health	Content / Concept Trees Science Process Skills Health Concepts/Hygiene What is a scientist?	Content / Concept Trees: observing, shapes of leaves, parts Seasonal Changes	Content / Concept • Nutrition	Content / Concept • Seasonal Changes	Content / Concept • Dinosaurs	Content / Concept Interactive Science Experience (Math and Science Festival) Body Works (Hand Washing, Skin Care, Heart Health)	Content / Concept Nursery Rhyme Science	Content / Concept • Chemistry	Content / Concept • Animals 2x2 (Compare & Contrast Animals)
Š	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:
	Three ventions, scall ording.	Interventions/ Scarfolding.	Interventions/Scarfolding.	Three ventions, scall ording.	interventions/scar folding.	Three ventions, scall ording.	interventions/ Scar folding.	Interventions/ Scarfolding.	interventions/ scar folding.
Kdg	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:
Studies	Content / Concept Rules: School, Playground, Classroom, Bus Second Steps (All Year) Empathy Training	Content / Concept	Content / Concept • Family Traditions: Respect, Awareness, Difference and Similarities, Citizenship	Content / Concept Compassion Cultural Awareness Emotion Management	Content / Concept • Multicultural • Respect	Content / Concept Black History Month	Content / Concept Women's History Problem Solving	Content / Concept • Perseverence	Content / Concept • Courage
Kdg. Social	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:
Ž	• Pictures/Visual Cues	Pictures/Visual Cues	Pictures/Visual Cues	 Pictures/Visual Cues 	Pictures/Visual Cues	• Pictures/Visual Cues	• Pictures/Visual Cues	Pictures/Visual Cues	Pictures/Visual Cues
	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:
Arts	Content / Concept Line Shape Art Appreciation Responding to Art	Content / Concept Texture Color	Content / Concept • Patterns • Cooperative Art	Content / Concept Thematic Art	Content / Concept • Media Exploration	Content / Concept Theater Arts/Drama Role Playing Theatrical Performance Drawing **Drama Artist-in-Residence and Musical Performance**	Content / Concept • 3-Dimensional Form **Clay Artist-in-Residence**	Content / Concept • Multi-Media Art	Content / Concept • Art from Nature
Kdg.	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:
	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration: