

COMMON CORE STANDARDS FOR MATHEMATICS KINDERGARTEN

Counting and Cardinality

Count to 100 by ones, tens, and fives. Count by 2's to 20

Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Students will use a number line to count forward and backward from specific numbers. Student will know numbers get larger as they move forward on a number line and smaller as they move backward.

Students will be able to write numbers from 0-31.

Students will be able to read numbers 0-100.

Students will identify ordinal numbers 1-10

Students will estimate a number of objects (less than 100)

Recognition of number arrangements 1-6

Introduce concepts of counting on, counting back

Introduce concepts of even and odd numbers

Use vocabulary: more than, less than, equal to, how many more/less

Given a number from 0-31 students will count out that many objects.

Students count sets of objects to match a number less than 31.

Students count and name a number of objects in sets of different configurations.

Operations and Algebraic Thinking

Student will use manipulatives to solve addition and subtraction problems to 10

Students *add to* or *join sets* to show addition or *take apart* or *take from* to show subtraction.

Students will solve addition and subtraction word problems by using drawings or objects to represent the problem.

Student will decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and recording each decomposition through drawing or writing an equation ($5=2+3$ and $5=4+1$).

Using counters students will build different combinations of original numbers.

Students will be able to read addition and subtraction sentences.

When given a number from 1-9 students will be able to find the number that makes 10 when added to the given number.

Students will fluidly add and subtract within 5.

Numbers and Operations in Base Ten

Students will compose and decompose numbers from 11-19 and some further ones, by using objects or drawings and record each composition or decomposition through drawings or writing the equation.

Students will bundle straws into hundreds, tens and ones as they record the number of days they have been in school.

Measurement and Data

Students will be able to describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

Students will compare two objects with a measurable attribute in common, to see which one is taller, longer, or heavier.

Students describe comparisons of measurable attributes (e.g., shorter than-longer than, heavier than - lighter than, hotter-colder, about the same, equal to) of a variety of paired objects.

Students will use non-standard and standard measurement tools to explore measuring items found at school and at home.

Identification of days of the week, relationship to yesterday, today and tomorrow.

Students will explore the calendar; months of the year.

Geometry

Students will recognize the five basic shapes (square, rectangle, circle, and triangle, oval)

Student will be able to identify solids (sphere, cylinder, cone, box shape, and pyramid)

Students will identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid")

Students will be able to describe similar and different attributes of flat and solid objects.

Students will use pattern blocks and tangrams to make different shapes and pictures.

Students will build cubes and pyramids out of toothpicks and marshmallows.

Patterns, Functions, Relationships

Students will recognize repeating patterns.

Students will reproduce and extend patterns.

Students will create a simple and repeating pattern.

Students will use patterns to make predictions.

Students will recognize patterns in the environment.

Problem-Solving

Students will be encouraged to use a variety of strategies to solve a problem:

Search for a pattern

Use objects or act out a scenario

Draw a picture or a diagram

Guess and check

Identify question to be answered

Use logical reasoning

Math communication

Write and draw about math in their journals

Daily Calendar Binder activities to deepen math concepts and number skills

Math activities to be shared with his/her family at home

Share and explain math strategies

Talk about the importance of math in our daily lives

COMMON CORE STANDARDS FOR READING

Standards for Literature

Key Ideas and Details

With prompting and support, students will be able to ask questions about key ideas in the text.

Students will retell a familiar story using pictures or dramatization.

Students will use drawings and writing to express understanding of materials read.

After listening to read alouds, students identify (who, what, where, when, how, and why)

Students create character maps to describe characters in a story.

Craft and Structure

Before reading, students predict meaning of unfamiliar words.

Students recognize common types of text (e.g.; storybooks, poems and nonfiction).

Students name the author and illustrator of a story and define the role of each in telling a story.

Students author and illustrate their own class stories and share them with their classmates.

Students identify authors and illustrators of books read to them in class.

Integration of Knowledge and Ideas

With prompting and support, students will be able to describe what event in the story the illustration depicts.

Using the illustrations students will make predictions about books.

With prompting and support students will be able to compare and contrast the adventures and experiences of characters in familiar stories.

Students use Venn diagrams to compare and contrast characters. Student's role play characters from familiar stories and determine likenesses and differences.

Range of Reading and Level of Text Complexity

Students will read aloud texts with repetitive story lines.

Students will use text with rhythm and rhyme to read along or complete the rhyme.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

With prompting and support, students ask and answer questions about key details in an informational text.

With prompting and support, students identify the main topic and key details in a text.

Student draw pictures to illustrate and write about the topics of stories read aloud.

Students retell important details of text and the teacher records responses in a story web.

With prompting and support students describe the connection between two individuals, events, ideas or pieces of information in a text.

Craft and Structure

Students will be able to identify the front cover, back cover and title of a book.

Students will be able to name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Students locate the names of authors' and illustrators' names on books.

Students work together to author and illustrate their own books.

Integration of Knowledge and Ideas

With prompting and support, students will describe the relationship between the illustrations and the text in which it appear (e.g.: what person, place, thing, or idea the illustration depicts).

Students will listen to words, phrases or sentences from text and locate the corresponding illustration.

With prompting and support, student will identify the reasons an author gives to support points in a text.

Students use graphic organizers to identify author's main points and supporting reasons.

With prompting and support students will identify basic similarities in and differences between two texts on the same topic.

Range of Reading and Level of Complexity

In shared reading, guided reading or read alouds students will answer questions to demonstrate level of understanding.

Students respond to text by making class books.

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

Students will demonstrate knowledge of the organization of basic features of print: Following words from left to right, top to bottom, and page by page.

Students will recognize that spoken words are represented in written language by specific sequences of letters.

Students will match single word cards to words in text.

Students will know that words are separated by spaces in print.

Students will recognize and name all upper and lower case letters of the alphabet.

Phonological Awareness

Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Students will recognize and produce rhyming words.

Students will count, pronounce, blend and segment syllables in spoken words.

Students will blend and segment onsets and rimes of single-syllable spoken words.

Students will be able to build and pronounce CVC words.

Students will be able to add or substitute individual sounds in simple, one syllable words to make new words.

Phonic and Word Recognition

Students will demonstrate basic knowledge of one- to- one letter sound correspondence by producing the primary or many of the most frequent sounds for each consonant.

Students associate the long and short vowel words using common spelling patterns.

Students can read common high-frequency words by sight.

Students read words containing the same spelling patterns and identify the sounds and letters that differ.

Fluency

Read emergent reader text with purpose and understanding

WRITING STANDARDS

Text Types and Purposes

Students use a combination of drawing, dictating and writing to compose opinion pieces in which they tell the reader or the name of the book they are writing about and state an opinion or preference about the topic or book.

Students use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply information about their topic.

Students use words and pictures to explain the steps needed to complete a task.

Following read alouds of informational/explanatory text, students illustrate information learned from the text.

Students use story maps to illustrate events from a story.

In journal writing students use pictures and words to tell about their own personal experiences.

With guidance and support from adults students explore different digital tools to publish their writing, including collaboration with peers.

Students use software applications to create stories with illustrations.

Research to Build and Present Knowledge

Students will participate in shared research and writing projects. With guidance from adults, students will recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Students participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Students will listen to others and take turns when speaking about a topic and text under discussion.

Students will continue a conversation through multiple exchanges.

Students will confirm understanding of a text read aloud or information presented orally by asking questions about key details and asking for clarification if something is not understood.

Presentation of Knowledge and Ideas

Students will describe people, places and things and events and with help and support provide additional details.

Students will add drawings or diagrams to descriptions as desired to provide added details.

Students will speak audibly and express thoughts, feeling and ideas clearly.

LANGUAGE STANDARDS

Conventions of Standard English

Students will print many upper and lower case letters.

Students are able to identify common nouns and verbs in print.

Students will be able to form regular plural nouns and verbs by adding/s/or /es/.

Students understand and use question words (e.g.; who, what where, when, how, why).

Students use the most commonly used prepositions (e.g.; to, from, in, out, on, off, for of, by, with).

Students will produce and expand complete sentences in shared language activities.

Students will capitalize the first word in a sentence and the pronoun I.

Student will recognize and name end punctuation.

Students will write a letter or letters for most consonant and short-vowel sounds.

Students will spell simple words phonetically, drawing knowledge on sound-letter relationships.

Knowledge of Language

Students will identify new meanings to familiar words and apply them accurately (e.g.; knowing a duck is a bird and learning the verb to duck).

Students will use the most frequently occurring inflections and affixes (e.g.; -ed,-s, re-, un-, pre-,-ful, -less) as a clue to an unknown word.

Students sort common objects into categories to gain a sense of the concept that the category represents.

KINDERGARTEN RELIGION CURRICULUM

"I am a child of God"

God made me unique and special
God made me to grow and change
God gave me wonderful gifts
As God's children we care and respect one another

Prayer

Sign of the Cross is introduced, we gather in prayer each day as a class.

We offer prayers before snack .We learn the Prayer Before Meals.

We experience formal and informal prayer.
Church etiquette is explained and practiced

Creation

God made all of creation
God's Creation is good
Each person is called to be a steward of creation
We celebrate the life of Saint Francis
Students explore creation through Bible stories, Children's Literature, art, and music.
We witness God's goodness in the change of seasons

We are thankful for all God's gifts

We give thanks for our families, friends and all God's creatures
We give thanks for the gift of faith and our ability to practice it freely.

We recognize our responsibility to follow Gospel values and to help others

Prayer/Liturgy

All Saints Day-learning about saints who were ordinary people who did extraordinary things because of their faith

All Souls Day- we pray for all those who have died
Thanksgiving paraliturgy with our school community

Service

We collect food for our own Saint Vincent de Paul Food Bank

Advent/ Christmas

We gather as a school community in prayer to celebrate the season of Advent.

We learn about the meaning of the Advent wreath and symbols of the Jesse Tree.

Christmas is Jesus' Birthday

Jesus is God's Son

Mary is the Mother of Jesus

The Christmas story is explored in Bible, song and literature

God's Love Gives Me People to Love

God gives me a family

God gives me friends

God gives me teachers

God gives me neighbors

God wants us to be friends with everyone

Prayer- We learn the Guardian Angel prayer

God's Love Gives Me Jesus

Jesus is the greatest sign of God's Love

We are the Children of God .People are alike and different

Jesus tells stories - Jesus told stories to reveal God's love for us and these stories are in the Bible.

The Mass helps Christians celebrate and live God's love as Jesus did.

Jesus promises to be with us always when we celebrate the Eucharist

Saint Valentine demonstrated how to show love to others.

Lent

Ash Wednesday begins the forty day journey of Lent

We celebrate six weeks of Lent in prayer, sacrifice and almsgiving.

We explore Lenten symbols by creating a Lenten quilt.
We celebrate the feasts of Saint Patrick and Saint Joseph
We learn about the work of the Missionaries and collect funds
for Catholic Relief Services through contributions to the Rice
Bowl

Sign of God's Love

Signs of spring - We reflect on changing to be our best selves
during Lent
Jesus' Adult Life - reading from the Bible parables and miracle
stories.

We celebrate the events of Holy Week:
Our school gathers to remember The Last Supper
Students participate in the Stations of the Cross
On Good Friday.

Mary

Mary is the Mother of our Church
Rosary- a circle of prayers to Mary
We celebrate God's gift of our own mothers

*Kindergarten prepares our end-of -year paraliturgy- a parable
in current literature and song

SOCIAL STUDIES CURRICULUM

History

Students write about and draw pictures depicting the Pioneer era and compare and contrast life during the 1800's to current day.

Students visit the Edmonds Museum to see memorabilia of the early days of Edmonds.

Students learn about the United States Presidents and other important Americans such as Dr. Martin Luther King who have made an impact on our way of life.

Students learn about the history of the American Flag.

Students celebrate National holidays including: Constitution Day, Veteran's Day, Thanksgiving, Presidents' Day, and Memorial Day.

Using literature students will predict possible outcomes or effects based on a given cause.

Students create an individual timeline to show personal events in a sequential order.

Civics

Students will understand the key ideals of justice and fairness within the context of our classroom community.

Students apply the ideals of justice and fairness when making decisions in the classroom or on the playground.

Using our "Second Step" program students learn about empathy and conflict resolution.

Students learn that they are citizens of a school, city, state, country, continent and planet.

Students participate in a number of service projects sponsored by our school.

Geography

Students can point out land and water regions on a globe.

Students will be able to name the oceans and the continents.

Students can locate Washington State on a map.

Economics

Students will be able to explain the difference between needs and wants.

Students discuss the needs of a community.

Students learn to identify a penny, nickel and dime and assign the correct monetary value to each.

Students will be able to explain the difference between goods and services.

SCIENCE CURRICULUM FOR KINDERGARTEN

The Next Generation Science Standards dictate what is to be taught throughout the grades. Science education is divided into four distinct categories:

- Earth and Space Science
- Life Science
- Physical Science
- Engineering and Design

****Foss kits are used to enhance our science education curriculum.*

EARTH AND SPACE SCIENCE

Core Content: Observing the Sun and Moon

Students learn that the movement of the sun and moon follow patterns if observed over time, while clouds change minute by minute.

Students use and share observations of local weather patterns over time.

Core Content: Properties and Change

Students learn to distinguish between natural materials that come from the Earth and those that have been changed by people.

Students study Earth materials such as rocks and soil and discover they are made up of smaller parts and different components.

LIFE SCIENCE

Core Content: Plant and Animal Parts

Students learn that all living things have basic needs, and they meet those needs in various ways. Humans, animals and plants have external body parts that perform different functions to meet their needs.

Core Content: Habitats

Students learn that all plants and animals live in and depend on habitats.

These different ecosystems support the life of plants, animals and humans.

People have the ability to make rapid changes in natural habitats.

Core Content: Classifying Plants and Animals

Students learn that objects are considered to be alive and others are not. Many living things are classified as plant or animal based on observable features and behavior.

PHYSICAL SCIENCE

Core Content: Push-Pull and Position

Students learn how to describe the position and motion of objects and the effects of forces on objects.

Forces are introduced as pushes and pulls that can change the motion of objects.

Students observe that some forces act through contact while others act from a distance.

Core Content: Liquids and Solids

Students learn about the properties of liquids and solids.

Students make observations about the properties of materials and how they can change from liquid to solid and back again.

Engineering and Design

Core Content: Asking questions, making observations, solving problems and analyzing data

Lego Education Program –Beginning Simple Machines

Scientist of the Day- Each student prepares an experiment and does it in front of the class, asking for predictions. Following the conclusion of the experiment students draw the beginning, middle and end of the experiment and explain the scientific process they observed.

Core Content: Tools and Materials

Students learn to use simple tools (e.g., pencils scissors) and materials (e.g., paper cardboard) to solve problems in creative ways. Students learn that a problem can be solved in more than one way.

Students design and build a bird shelter that would provide for the basic needs of their bird.

Students work cooperatively with their peers to create a flower that will move and includes all its plant parts.