



Scoop Kindergarten: Marking Period 2

Academic Thinking Skill: Intellectual Risk Taking
Critical Thinking Skill: Fluency

Reading

Literature and Foundational Skills:

- answer questions about key details
- identify characters, setting, events
- retell the story
- unknown words in text
- relationships between illustrations and story
- ask questions and locate answers
- word relationships (word map)
- name author and illustrator and define role
- author's craft/author study (compare stories, details, use of language)
- phonics (sound/letter, short a and o sorting, substitute initial consonants to make one syllable words, isolate consonant letters, pronounce and change beg., medial, and final sounds in three phoneme words (cat), sort letters by features)
- Handwriting: Bb, Pp, D, R, Uu, J, h, m, n, r

Informational

- name author and illustrator and define role
- using text features

Reading and Social Studies Content Integration

- Ask questions about content vocab. (map, geographer)
- Ask and generate answers how people modify environment

Social Studies

- Examine a globe and identify bodies of water and land by color
- Make a model of a globe
- Identify, describe and compare attributes of landforms (& bodies of water) through pictures, music and art
- Identify, describe and compare human-made features and explain how humans changed earth to fit our needs
- Describe features of maps and compare maps, globes, pict.
- Identify ways people adapt to seasons and weather
- Identify and describe how humans adapt to their environ. and change the environment to satisfy their wants

Social Studies and Math Content Integration

- Describe a place using location, positional and directional words

Math

- Recognize and record numbers 0-10
- Count and represent numbers in different ways (numeral, 10 frame, tally, picture), Count and record #
- Count on from number other than 0 or 1
- Use objects (connecting cubes, pattern blocks, seeds) to represent 10
- Match numerals to correct number or objects (make a counting book)
- Use one to one correspondence to count to 20, 50 and 100, (then by sticks of tens, order multiples of 10)
- Count beyond 10 using one to one, sharing strategies, and record the number (up to 20)

Reading and Science Content Integration

- use life cycle book to ask questions and use text features to locate answers
- retell facts about animal's growth and changes
- use bodies of water book to build vocabulary
- match photographs to content specific vocab (bodies of water)
- generate questions before, during and after reading using life cycle book

Writing and Science Content Integration

- Ask interrogative questions to plan to write about topic about animal changes

Writing

- Generate list of writing topics
- Stretch words to identify sounds and match to letter
- Use sensory details in writing and drawing
- Write or draw beg., middle, end
- Write and draw sequence of events
- Narrate several events in a story by writing or drawing
- Describe a sequence to help add detail
- Add details to writing
- Edit writing (conventions)
- Use interrogatives to ask questions (what, where)
- Develop personal writing goals
- Ask and answer questions to narrow focus
- Identify nouns and verbs
- Use interrogative questions to write interview quest.
- Use new vocabulary
- Ask questions to compose beg., middle, end
- Ask questions to revise
- Editing checklist with a partner (give and receive feedback)

Science

Plants

- Describe evidence of seasonal changes in environment and share the data
- Seasonal changes of plants (i.e., oak tree in 4 seasons)
- Explain difference between events in human-made world vs. natural made events
- Observe, describe and share purpose of seeds
- Identify characteristics of living plants (vs. non-living plants)
- Identify basic needs of plants
- Share ideas of how seeds travel through scientific discourse and role play
- Observe parts of a lima bean, draw details and plant
- Describe changes and differences in life cycle of two different plants
- Structured inquiry to describe and compare plants (peach, apple)
- Arrange, model and draw four stages of plants life cycle
- Identify plant parts (external) and how they're used
- Record observations about growth of lima bean plant
- Conduct Well Designed Investigation that plants need sunlight to grow

Animals

- Identify characteristics of living animals
- Identify and compare basic needs of animals and plants
- Compare animals to humans to identify basic needs
- Identify stages of animal life cycle, sequence stages, and compare two animals life cycle
- Ask and answer questions about animal life cycle
- Describe changes and stages of a human's life cycle
- Identify similarities and differences between baby animals and their parents
- Identify and sequence the life cycle of a mealworm
- Use vocabulary and ask questions to describe darkling beetle
- Design a habitat for a mealworm through design folio process
- Identify needs of all organisms

Science and Math Content Integration

- Compare and describe seeds of different plants by color, size, shape etc., graph and use words like more, fewer, less than to
- Create a counting book by representing numerals with stems, leaves etc.

- Match different representations of the same number (numerals, dot, ten frame, words)
- Arrange objects in sets of 10 and count by 10's
- Represent numbers 11-19 on ten and double ten frame and through 31 on triple ten frame
- Compare and order quantities and numerals using vocabulary (more, less, fewer, equal to)
- Estimate quantities needed to fill shape, find actual, compare estimated to actual with vocab.
- Match two digit numbers to concrete representations (and numerals to dots through 20)
- Decompose numbers 5-10 and represent (accelerate to fluency add and subtract within 5)
- (MMSR ONLY) Ordinal numbers