

## Kindergarten Curriculum Guides 2018-2019

### **Workshop Model & Personalized Learning Approach**

At Charlotte Lab School, teachers use the Workshop Model for instruction in all content areas. They start class with a mini-lesson where they teach and model a specific strategy, skill or concept. Then students have an opportunity to practice with support first, then independently with groups and/or with partners. During this portion of the workshop, Lab personalizes learning by differentiating tasks, pacing and learning environments that meet each individual student's needs to ensure that students show proficiency in each objective. The type of differentiation is based on ongoing formal and informal assessments and will support their strategy and guided groups. At the end of the workshop, the teachers will bring the students back together to share and reflect on what they have learned.

### **Student Work**

The majority of student work will be completed within their notebooks and returned in folders or binders. K-3 students at Lab use SeeSaw, an online portfolio system, which enables students to showcase what they are learning in each of their content areas. Both students and teachers are able to view and assess progress and growth over time. Students post to SeeSaw to share their current work and progress toward their personalized goals. Families are invited to leave comments and questions on their child's work that will further engage them in the learning process. New for the 2018-19 school year, students will have personal student trackers for each content area unit; this will allow students to hold themselves accountable for the "I can" statements or objectives they are learning, the work they are completing, and the concepts in which they are proficient. This will also be a way for Advisors to have an ongoing dialogue with students about what and how they are doing in class. These trackers will go home every 6 weeks along with a hard copy portfolio of the students' work for the unit.

### **Homework and Home-School Connection**

Homework will consist of work that students did not finish during the school day or differentiated work that the students are assigned for additional practice. Therefore, other than reading nightly, there will be no formally assigned homework. Research has been unable to prove that homework improves student performance. Rather, we ask that you spend your evenings doing other activities that correlate with student success - discussing tasks from SeeSaw/books that they're reading, eating dinner together, playing outside, participating in after school activities, and getting your student to bed early. Some suggestions for extended work are:

- ELA - reading aloud with your child at home and completing a log of the books you read; students can also access RAZ kids for texts and comprehension questions;
- Math - reviewing Math facts and working on IXL and Prodigy for repetition and overall Math success;
- Quest - reviewing Science & Humanities concepts/survival skills from Quest journals and projects;
- World Languages - reviewing Spanish and Chinese vocabulary on Quizlet and Duolingo.

### **Parent-Teacher Communication**

The best way to communicate general questions is through your student's advisor. If a specific content area question arises, please email your child's content area teacher directly and a response will be given within 48 hours. Here are the faculty members that work with the 3rd grade:

- **Mary Royall Byrum**, Kindergarten Math & Quest (grade chair) ([mbyrum@charlottelabschool.org](mailto:mbyrum@charlottelabschool.org))
- **Jessica McLeod**, Kindergarten ELA ([jmcleod@charlottelabschool.org](mailto:jmcleod@charlottelabschool.org))
- **Astrid Salas**, Kindergarten WL/CS Spanish ([msalas@charlottelabschool.org](mailto:msalas@charlottelabschool.org))
- **Kristen Lockwood**, K/1 ELA Assistant & Kindergarten Advisor ([klockwood@charlottelabschool.org](mailto:klockwood@charlottelabschool.org))
- **Elizabeth Benitez**, K/1 Spanish Assistant & Kindergarten Advisor ([ebenitez@charlottelabschool.org](mailto:ebenitez@charlottelabschool.org))
- Sara Crawford, Occupational Therapist & Kindergarten Advisor ([scrawford@charlottelabschool.org](mailto:scrawford@charlottelabschool.org))
- **Stefanny Fulcher**, K/1 Math/Quest Assistant ([sfulcher@charlottelabschool.org](mailto:sfulcher@charlottelabschool.org))
- **Leslie Chambers**, EC Teacher ([lchambers@charlottelabschool.org](mailto:lchambers@charlottelabschool.org))
- **Brittany Newswanger**, EC Teacher ([bnewswanger@charlottelabschool.org](mailto:bnewswanger@charlottelabschool.org))
- **Lee-Jung Liao**, K-3 Chinese ([lliao@charlottelabschool.org](mailto:lliao@charlottelabschool.org))

## English Language Arts

McLeod, Lockwood & Chambers

### Lab Approach to ELA

Students work in differentiated groups based on their individual needs and reading levels. Instruction will be a combination of: whole class instruction, small group instruction, book clubs, partner work and independent work. Differentiated groups will be determined through ongoing Fountas & Pinnell 1:1 reading assessments and pre-/post- unit assessments that support their work in strategy and guided reading groups.

Note: Content order subject to change in accordance with meeting student needs

### Trimester #1 (August 27th-November 20)

In these initial units, “We Are Readers and Writers”, “Readers Read, Think, and Talk about Emergent Storybooks, and “Writing for Many Purposes” students will become acclimated to the procedures of Reader’s and Writer’s Workshop. In Reading, students will learn the basic concepts about print (front/back of book, where to start reading, etc.) Students will learn how to read pictures, identify story elements and character feelings, and read sight words. The second reading unit focuses on students developing a sense of story and storybook language. Students will read and reread old favorites to gain vocabulary, receptive language, and an understanding of how language is structured in longer books. In writing, students will become authors. They will complete three-page stories with a beginning, middle, and an end by focusing on drawing detailed pictures. Students will also identify different types of writing. Accompanying reading and writing, students will begin to develop sound awareness through Word Study practice.

Reading	Writing
<p><b>We are Readers</b></p> <ul style="list-style-type: none"> <li>● Develop a love and sense of purpose for reading</li> <li>● Learn and practice Workshop procedures</li> <li>● Practice concepts about print specifically matching one spoken word to one finger point</li> <li>● Use the picture to identify unknown words</li> <li>● Work in partnerships and learn processes of “reading partners”</li> <li>● Read a book cover to cover</li> </ul> <p><b>Readers Read, Think, and Talk about Emergent Storybooks</b></p> <ul style="list-style-type: none"> <li>● Make the words match the picture</li> <li>● Read lines of dialogue with feeling</li> <li>● Use exact character language</li> <li>● Begin pointing to some familiar words</li> <li>● Use time words to connect the pages</li> <li>● Discuss character feelings and motivations with partners</li> </ul>	<p><b>We are Writers</b></p> <ul style="list-style-type: none"> <li>● Compose a narrative piece through drawing and labeling</li> <li>● Write story across three pages</li> <li>● Elaborate by including story elements, character feelings and dialogue</li> <li>● Share books with partners using transition words</li> <li>● Revise to add more</li> </ul> <p><b>Writing for Many Purposes</b></p> <ul style="list-style-type: none"> <li>● Identify and differentiate different types of writing</li> <li>● Write lists, maps, cards, and signs</li> <li>● Include labels and arrows</li> <li>● Stretch out words</li> <li>● Begin to include spaces between words</li> </ul>

### Trimester #2 (November 27-March 1)

In this trimester, students will implement all that they have learned thus far within Reader’s Workshop, Word Study, and Writer’s Workshop to build their reading skills. Students will learn reading superpowers that they can use within their leveled text. These superpowers will help them develop strategies they can use when they come upon an unknown word. They will focus on using visual, meaning, syntactically cues. For example, they might ask themselves, “Does the word I guess make sense with the story?” “Does it look right?” and “Does this word sound right?” These strategies will help them gain confidence, increase their stamina and independence. Students will also begin to think critically about nonfiction books by learning vocabulary and asking questions. In writing, we move into expressing ourselves through pattern writing,

narrative writing, and procedural writing. The students will focus on some language conventions and elaborations/craft throughout the following units.

Reading	Writing
<p><b>Readers Use Superpowers to Read Everything in the Classroom</b></p> <ul style="list-style-type: none"> <li>● Develop multiple strategies to use when reading</li> <li>● Monitor when reading</li> <li>● Rereading for clarification</li> <li>● Problem solve tricky words by using multiple strategies</li> </ul> <p><b>Bigger Books, Bigger Reading Muscles</b></p> <ul style="list-style-type: none"> <li>● Read more difficult text</li> <li>● Use letter sound knowledge to help decode unknown words</li> <li>● Identify and use patterns to decode unknown words</li> <li>● Make predictions before and during reading</li> <li>● Support and elaborate on opinions</li> <li>● Reread to read in a smooth or more fluent voice</li> </ul> <p><b>Growing Expertise in Little Books: Reading for information</b></p> <ul style="list-style-type: none"> <li>● Identify unknown words</li> <li>● Use context clues and pictures to learn new vocabulary</li> <li>● Ask questions about text</li> <li>● Infer information from the text</li> <li>● Discuss ideas with a partner</li> <li>● Distinguish between Fiction and Nonfiction texts</li> <li>● Begin to identify the main idea</li> <li>● Use specific terminology when discussing a topic</li> </ul>	<p><b>Writing Pattern Books about the World Around Us</b></p> <ul style="list-style-type: none"> <li>● Study pattern books to identify different types of patterns</li> <li>● Use known sight words to write a pattern</li> <li>● Use the word wall to spell sight words correctly</li> <li>● Stretch out words to write down all the sounds you hear</li> <li>● Link the pattern across pages</li> <li>● Include spaces between words</li> <li>● Label picture</li> <li>● Add details through drawing</li> </ul> <p><b>Writing for Readers</b></p> <ul style="list-style-type: none"> <li>● Write sentences that tell a story</li> <li>● Include spaces between words and begin to use capital letters</li> <li>● Stretch out words to include beginning, middle, and ending sounds</li> <li>● Use the word wall to spell sight words correctly</li> <li>● Word with a partner to revise writing</li> <li>● Explore craft by adding an exciting beginning or ending</li> <li>● Elaborate by adding feelings, action, or dialogue</li> </ul> <p><b>How-to Texts</b></p> <ul style="list-style-type: none"> <li>● Write sequential directions</li> <li>● Use transition words to make writing clear</li> <li>● Elaborate by adding tips and warnings</li> <li>● Create detailed pictures to explain more</li> <li>● Add precise action words to make writing clear and easy to follow</li> </ul>

### Trimester # 3 (March 5-June 5)

In this trimester, students will learn sophisticated strategies to assist them when reading higher level text. They will begin to set goals for themselves, challenging themselves to use difficult strategies. Students will finish the year with a unit in comprehension. We will study and track characters across books to determine what character traits we could assign to them. We will act out and perform our books to help us gain more understanding of character motivation and thoughts. In writing, students will write nonfiction books about self selected topics. Students will include different types of facts such as word facts, action facts, and describing facts. Partners will give each other feedback on language conventions and elaboration. Students will also identify problems in the world and write to make a change by persuading their reader.

Reading	Writing
<p><b>Becoming Avid Readers</b></p> <ul style="list-style-type: none"> <li>● Learn more strategies for decoding unknown words</li> <li>● Reflect on reading and set meaningful goals</li> <li>● Use multiple strategies when encountering an unknown word</li> <li>● Reread for clarification</li> <li>● Give and receive feedback from partner</li> </ul>	<p><b>All About Texts</b></p> <ul style="list-style-type: none"> <li>● Study mentor texts to see nonfiction text features</li> <li>● Incorporate text features to help the reader understand</li> <li>● Elaborate by adding different types of facts</li> <li>● Include spaces and capital letters</li> </ul>

**Readers Get to Know Characters by Performing Their Books**

- Preview book to access prior knowledge
- Identify the characters feelings and if they have changed
- Retell stories in sequential order including key details
- Infer character thoughts
- Make predictions before, during, and after reading
- Identify story elements

**Supporting Our Reading by Reading in Book Clubs**

- Develop ideas and opinions about reading, especially characters in text
- Clearly state opinions and retell stories so that opinions make sense
- Talk about reading in clubs and partnerships
- Accumulate and synthesize longer pieces of texts

- Write with focus and organization -all stick to one topic
- Write longer by including more sentences/facts
- Work with a partner to reread/revise for clarity

**Persuasive Writing**

- Study persuasive texts
- Identify a problem and write to make a change
- Include reasons and consequences
- Edit for punctuation

## Mathematics

Byrum, Fulcher & Newswanger

### **Trimester #1** (August 27- November 20)

This unit is designed to give students a variety of experiences with counting, comparing, writing numbers and solving simple story problems. A student's first experience with numbers can shape the way he/she approaches mathematics for their entire lives; for this reason, it is important for us to foster their understanding of numbers and to give students real experiences with number sense as well as a variety of concepts. During this unit students will use a variety of representations (pictures, dice, mental images) and manipulatives (cubes, blocks, fingers, claps) to support them with counting. They will compare numbers that represent more than, greater than, less than and equal to, and add numbers to make larger quantities as well as subtract numbers to find smaller quantities. Students will also be introduced to measurement and skills that will help them to classify objects into given categories as well as recognize and compose 2D flat plane shapes.

### **Unit Topics, Objectives & Vocabulary**

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
<b>Counting Numbers</b>	<ul style="list-style-type: none"> <li>Count to 100 by ones/tens</li> <li>Count on from any number in sequence to 20</li> <li>Count sets of objects to 20</li> <li>Describe the importance of numbers in their lives</li> <li>Create number representations to support counting</li> </ul>	<i>number, ones, tens, 1-100, count, set, how many?</i>
<b>Matching &amp; Writing Numbers</b>	<ul style="list-style-type: none"> <li>Fluently recognize number count using pictures</li> <li>Write numerals that match pictures</li> <li>Recognize numerals and match them to number count</li> </ul>	<i>number, numeral, digit, 1-20</i>
<b>Adding &amp; Subtracting Numbers</b>	<ul style="list-style-type: none"> <li>Act out number stories and verbally explain their thinking</li> <li>Use manipulatives to represent numbers as they act stories out</li> </ul>	<i>add, more, count on, total, in all, altogether, put together, plus, subtract, less, count backward, left/left over, number sentence, number story</i>
<b>Comparing Numbers</b>	<ul style="list-style-type: none"> <li>Compare numbers</li> <li>Visually compare objects in size and quantity (more, less, bigger, smaller, etc...)</li> <li>Build towers bigger, smaller &amp; equal to</li> <li>Building towers that look like pictures shown</li> </ul>	<i>greater than, less than, equal to, more, less, bigger, smaller, order, greatest, least, first, second, third, next, last</i>
<b>Understanding Measurement</b>	<ul style="list-style-type: none"> <li>Measure various objects using standard and nonstandard units of measure</li> </ul>	<i>volume, length, width, height, measure</i>
<b>Classifying Objects</b>	<ul style="list-style-type: none"> <li>Classify objects into given categories through sorting, graphing and recognizing patterns</li> </ul>	<i>column, row, category, graph, AB, AABB, ABC, same/different</i>

<b>Identifying &amp; Comparing Shapes</b>	<ul style="list-style-type: none"> <li>• Correctly name 2-dimensional shapes regardless of their orientations or overall size</li> <li>• Model shapes &amp; describe likenesses &amp; differences</li> </ul>	<b><i>2-D shapes:</i></b> square, circle, rectangle, triangle, hexagon, rhombus, trapezoid, vertice, angle, plane
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**Trimester #2** (November 27- March 1)

This unit is designed to give students a variety of experiences with more challenging ways to compare various objects, and classify them into given categories. Students will also work on identifying and describing 3-dimensional shapes using two or more attributes. They will continue to use a variety of representations (pictures, dice, mental images) and manipulatives (cubes, blocks, fingers, claps) to support them with adding, subtracting and comparing numbers. Students will continue writing and identifying numbers 11-20. They will also work on writing simple addition and subtraction equations based on story problems. Finally, students will be introduced to the concept of place value as they learn to break simple numbers into tens and ones.

**Unit Topics, Objectives & Vocabulary**

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
<b>Counting Numbers</b>	<ul style="list-style-type: none"> <li>• Create a project containing 100 items &amp; share with classmates</li> <li>• Count to 100 by Ones</li> <li>• Count to 100 by Tens</li> <li>• Count to 100 by Fives</li> </ul>	<i>Ones, fives, tens, one hundred, hundreds Chart</i>  <b><i>Our 100th day celebration will take place in February! More info. To follow.</i></b>
<b>Understanding Place Value</b>	<ul style="list-style-type: none"> <li>• Through picture and number representations, separate a set of 11-20 objects into groups of tens and ones</li> </ul>	<i>Tens, ones, ten frames</i>
<b>Adding Numbers</b>	<ul style="list-style-type: none"> <li>• Fluently &amp; quickly add 0-5</li> <li>• Practice writing addition equations</li> </ul>	<i>Add, more, count on, total, in all, altogether, put together, plus, number sentence, equation, number story, number line</i>
<b>Subtracting Numbers</b>	<ul style="list-style-type: none"> <li>• Fluently &amp; quickly subtract within 0-5</li> </ul>	<i>Subtract, less than, difference, minus, leftover, count backward, number line</i>
<b>Story Problems</b>	<ul style="list-style-type: none"> <li>• Act out story problems to add and subtract within 10 while using manipulatives and drawings to represent numbers</li> <li>• Recognize symbols in story problems</li> </ul>	<i>Picture representation, equation, addition, subtraction</i>
<b>Classifying Objects</b>	<ul style="list-style-type: none"> <li>• Classify objects into given categories through sorting and graphing.</li> </ul>	<i>graph, Venn diagram, bar graph</i>
<b>Defining Shapes &amp; their Attributes</b>	<ul style="list-style-type: none"> <li>• Correctly name 3-dimensional shapes "solids" regardless of their orientations or overall size</li> </ul>	<b><i>3-D shapes:</i></b> cone, cylinder, sphere, cube, rectangular prism, side/face, corner

**Trimester #3** (March 5-June 5)

This unit is designed to give students the tools necessary to be able to fluently (quickly) add to 10 and subtract from 5. Students will also successfully complete story problems in which they are able to add to 10 and show their work as well as the corresponding equation and subtract from 10 as they show their work and correctly write the corresponding subtraction equation. Children will learn to decide which operation is an appropriate match for the story problem presented to them. Students will have the opportunity to create 3D shapes in order to form a deeper understanding of how they are similar yet different from flat plane shapes. Kindergarteners will also measure to compare 2 objects with a measurable attribute in common to see which object has more or less. They will describe the differences, continue to graph, diagram, measure, and classify objects appropriately as they analyze the information given. Lastly, students will continue to work on place value as they compose and decompose numbers from 11-20 (and beyond) into tens and ones.

**Unit Topics, Objectives & Vocabulary**

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
<b>Understanding Place Value</b>	<ul style="list-style-type: none"> <li>Through picture and number representations, separate a set of 11-20 objects and beyond into groups of tens and ones</li> </ul>	<i>Tens, ones, ten frames</i>
<b>Adding Numbers</b>	<ul style="list-style-type: none"> <li>Fluently &amp; quickly add 0-10</li> <li>Practice writing addition equations</li> </ul>	<i>Add, more, count on, total, in all, altogether, put together, plus, number sentence, equation, number story, number line</i>
<b>Subtracting Numbers</b>	<ul style="list-style-type: none"> <li>Fluently &amp; quickly subtract within 0-5</li> </ul>	<i>Subtract, less than, difference, minus, leftover, count backward, number line</i>
<b>Story Problems</b>	<ul style="list-style-type: none"> <li>Solve addition and subtraction story problems to 10 by breaking information into parts to find the whole using pictures and equations</li> <li>Recognize symbols in story problems</li> </ul>	<i>Addition, subtraction, picture representation, equation, operation</i>
<b>Comparing Objects</b>	<ul style="list-style-type: none"> <li>Compare 2 objects with a measurable attribute in common</li> <li>Describe differences between two objects in terms of height, width, weight etc...</li> </ul>	<i>Length, width, height, ruler, tape measure, nonstandard units of measure (hands, feet etc...)</i>
<b>Classifying Objects</b>	<ul style="list-style-type: none"> <li>Classify objects into given categories through sorting, graphing and recognizing patterns</li> </ul>	<i>Bar graph, venn diagram, picture graph</i>
<b>Composing and Comparing 2D &amp; 3D Shapes</b>	<ul style="list-style-type: none"> <li>Create 3D shapes and describe how their attributes are similar and different from 2D shapes</li> </ul>	<i>Sides, corners, vertices, faces, Cylinder, cone, prism, cube, sphere</i>

## Quest

Byrum & Fulcher

### Lab Approach to Quest

How Lab defines a “quest” is *a real and meaningful challenge (real work that real people do in real world jobs) that help students to understand and practice skills that they will remember 20 years in the future!* While quests are heavily rooted in Science, the Quest activities that students engage in are inherently interdisciplinary; they focus on a variety of science content, Tony Wagner’s 7 Survival Skills and Design Thinking. Throughout each quest, students explore the community, meet with field experts in the field and gain valuable hands-on experience.

### Trimester #1: Schiele Museum Scavenger Hunt & Integrated Weather Systems 1 (August 27-November 20)

#### The Challenge

Kindergarten students will collaborate to create a science-based scavenger hunt at the Schiele Science Museum, one of our local science museums. Lab Kindergarteners will serve as hosts as they then share their Quest knowledge with one another. Each homeroom will invite another homeroom class to participate in the Kindergarten-created science-based scavenger hunt. Each group will be tasked with “teaching” another group what they have learned as they play the game.

#### Course Description

In this Quest, students will fulfill goals and objectives set by NC Science and Social Studies Kindergarten Standards as they focus on **Force & Motion** and the understanding of the positions of objects, properties of motion and patterns. They will learn to describe various physical properties of objects and tell how they are relevant and useful. Kindergarteners will investigate how forces affect the motion of an object. Learning to describe their surroundings will be part of our objective in the creation of this science based scavenger hunt.

#### Unit Objectives

In addition to the NC Essential Science Standards for Kindergarten, students will work in this Quest to investigate and practice three of Tony Wagner’s Survival Skills:

- **Collaboration:** Students will be able to interact with group members to achieve a team outcome. They will share, be kind and positive toward one another in order to complete the task at hand.
- **Effective Oral & Written Communication:** Students will communicate orally as well as in written form as they create and later prepare to present the end of trimester Quest project. They will participate in simple experimentation and later simple research to support their 3 trimester Quest projects.
- **Curiosity & Imagination:** Students will explore, generate ideas, and brainstorm with group members regarding the task at hand. They will work to be open minded to others’ ideas as they connect to their topics of study.

#### Unit Timeline

Big Ideas / Targets	Teaching Points	Vocabulary
<p>What is a science scavenger hunt?</p> <p>Why are we creating a science based scavenger hunt?</p>	<p>Complete a sample scavenger hunt in the classroom</p> <p>View photos of the museum’s relevant rooms and discuss topics/ideas of focus</p>	<p>scavenger hunt, science</p>
<p>What are our 5 senses?</p> <p>How can we use our senses to explore the 5 main science topics we will focus on at the museum?</p>	<p>Our 5 Senses: How we experience them everyday at LAB School</p> <p>Introduce 5 topic areas which include: Motion (pushes and pulls), Relative Position, Physical Properties, Living vs. Nonliving, Scientific Instruments</p>	<p>touch, smell, see, sight, taste, taste buds, senses, force, motion, pushes, pulls</p>



Living vs. Nonliving	Investigate differences in growing life and stationary objects  Chart living/non-living objects (related to museum tour)	How do things move?  stationary
How do things move?  Why do objects move in certain directions?	Experiment with balance and weight and explore gravity  Create systems that push and pull	pushes, pulls, gravity, balance, motion, force, scale
How can we describe objects in space?  How can we compare objects?	Use senses to explore a variety of objects  Complete a Venn Diagram to compare/contrast physical properties  Play games to test knowledge of descriptive words  Build and explore shape and strength of objects	Describe position: above, between, in front of, behind, beside etc...
How can objects be described? (cont'd)  What are physical properties?	Classify and sort objects based on... compare and contrast color, color change, light and darkness  Explore the properties of liquids as children learn about how water affects the function of a grist mill (we will visit one at the Schiele)  Explore how water moves and create pathways for water to move in various ways	size, color, shape, texture, weight, flexibility
Science Instruments	Investigate with various science instruments and explore measurement	Magnifying glass, balance scale, measuring cup, fossil brushes
Scavenger Hunt Design	Collaborate to create and design an illustrated script in scavenger hunt form.	Design, Edit,
Implementation	Gather at science museum to host one another and invite fellow Kindergarteners to join in the search for science facts	Presentation

### Integrated Weather Systems 1

During first Trimester, Quest students will fulfill goals and objectives set by NC Kindergarten Science Standards as they are introduced to weather basics and focus on understanding changes and observable patterns of weather that occur from day to day and year to year. Students will develop simple skills of observation as they actively participate in weather investigations. Students will observe weather patterns and learn about “challenging” weather. They will have the opportunity to use tools (thermometers, etc.) and technological resources which will help them create weather instruments later in the school year.

Big Ideas / Targets	Teaching Points	Vocabulary
What is weather and why is it meaningful in our lives?	<ul style="list-style-type: none"> <li>Brainstorm what weather is &amp; how it affects us</li> <li>What do we want to learn most about weather?</li> <li>What effect could weather have on a field trip?</li> </ul>	weather, temperature, precipitation, thermometer

I can name three different types of clouds and tell how rain is formed.	<ul style="list-style-type: none"> <li>Describe cumulus, cirrus and stratus clouds</li> <li>Cloud experiment</li> <li>Create books to demonstrate what the 3 clouds of study look like</li> <li>What kinds of clouds will we watch for on our field trip?</li> </ul>	cirrus, stratus, cumulus
I can discuss the water cycle.	<ul style="list-style-type: none"> <li>Investigate &amp; chart out water cycle</li> </ul>	condensation, precipitation, evaporation
I can recognize challenging weather (hurricane, tornado, snowstorm).	<ul style="list-style-type: none"> <li>Investigate challenging weather through books and the internet</li> <li>Identify different types of "challenging" weather within the four seasons</li> <li>What do we do if we experience challenging weather on our field trip?</li> </ul>	Tornado, hurricane, water spout
I know how to stay safe in bad weather.	<ul style="list-style-type: none"> <li>Make predictions, research &amp; discuss particulars regarding "challenging" weather</li> <li>Observe a tornado simulation</li> <li>Review weather safety rules</li> </ul>	Meteorologist

## Trimester #2: Lazy 5 Audio Tour & Integrated Weather Systems 2 (November 27-March 1)

### The Challenge

Most Charlotte families agree that the Lazy Five Ranch is a fun place to go, but wouldn't it be great if it could be improved to be a more educational experience? CLS Kindergarten students will act as Zoo Curators and collaborate to create an audio tour guide of the Lazy Five Ranch located in Mooresville, NC. Through diagramming, graphing, and journaling, students will compare and contrast the animals that live at Lazy Five Ranch as they identify key points of information about the animals they will encounter. Ultimately, students will record information about different animals at the Ranch and will make their audio tour available for other visitors and parents to hear and enjoy.

### Course Description

In this Quest, students will fulfill goals and objectives set by the NC Kindergarten Science Standards as they compare different types of the same animal to determine individual differences within particular animal types. Students will also work on comparing characteristics of living and nonliving things in terms of their: Structure, Growth, Changes, Movement, & Basic Needs. They will study living organisms: their bodies, how they grow/change, their habitats, and their basic needs. Through this second trimester Quest, students will develop a love for living things.

### Unit Objectives

In addition to the NC Essential Science Standards for Kindergarten, students will work in this Quest to investigate and practice three of Tony Wagner's Survival Skills:

- Collaboration:** Students will be able to interact with group members to achieve a team outcome. They will share, be kind and positive toward one another in order to complete the task at hand.
- Effective Oral & Written Communication:** Students will communicate orally as well as in written form as they create and later prepare to present the end of trimester Quest project. They will participate in simple experimentation and later simple research to support their 3 trimester Quest projects.
- Curiosity & Imagination:** Students will explore, generate ideas, and brainstorm with group members regarding the task at hand. They will work to be open minded to others' ideas as they connect to their topics of study

## Unit Timeline

Big Ideas / Targets	Teaching Points	Vocabulary
Explore the Differences of Living & Nonliving Things	<ul style="list-style-type: none"> <li>Classify and diagram living and nonliving things</li> <li>Create examples of...</li> <li>Present examples to class</li> </ul>	Living, Nonliving, Growing, Changing, Stationary, audio tour
What do Living Things Need to Survive/What are Some of Their Various Habitats	<ul style="list-style-type: none"> <li>Create a list of questions regarding particular animal groups we will encounter at Lazy 5</li> <li>Research answers to our questions</li> <li>Investigate Mammals &amp; Reptiles</li> <li>Animals throughout the 4 seasons</li> </ul>	Mammal, Reptile, Vertebrate, Invertebrate, Predator
Animal Investigations	<ul style="list-style-type: none"> <li>Animals with fur, feathers, &amp; scales</li> <li>Forest, farm and plains animals</li> <li>Mothers and their young</li> <li>Animal camouflage</li> <li>Animal movements &amp; animal tracks</li> </ul>	Venn Diagram, Carnivore, Herbivore, Camouflage
Study Similarities and Differences within Particular Animal Groups	<ul style="list-style-type: none"> <li>Assign animal study groups</li> <li>Create group books on particular animal groups</li> <li>Group presentations</li> </ul>	Animal groups: grassland forest desert plains farms
Lazy 5 Field Trip	<ul style="list-style-type: none"> <li>Record notes, questions and the general lay out (different habitat areas) of Lazy 5 in our field trip Quest journals</li> <li>Reflect on field trip experience</li> <li>Based on journaling, make decisions of what information will be highlighted on our audio tour</li> </ul>	Record, Reflect, Audio tour
Study Animal Groups in Depth	<ul style="list-style-type: none"> <li>Assign groups to outline the information needed in order to recreate habitat areas within Lazy 5</li> <li>Create several possible models on paper</li> </ul>	Design, Map, Model
Create a Replication of Lazy 5	<ul style="list-style-type: none"> <li>Groups collaborate on assigned pieces of the ranch replication</li> <li>Groups create assigned pieces of the Lazy 5 replication</li> <li>Collect feedback</li> </ul>	Audio tour, Script, Makey makey, Presentation, Voice projection
Present Our Model to Fourth Graders	<ul style="list-style-type: none"> <li>Technology workshop on creating an audio script</li> <li>Write/Record tour guide script</li> <li>Present and receive feedback</li> <li>Edit tour guide script</li> </ul>	Edit, Review, Project, Present
Finished Product: Audio Tour (will be shared with parents through email & Google docs)	<ul style="list-style-type: none"> <li>Rehearse audio presentation</li> <li>Prepare final version of the Lazy 5 audio presentation</li> <li>Complete an interactive Lazy 5 wall map</li> </ul>	Finished product

## Integrated Weather Systems 2

During our second Trimester, Quest students will fulfill goals and objectives set by NC Kindergarten Science Standards as they continue their study of weather and further their understanding of changes and observable patterns of weather that occur from day to day and year to year. Students will develop simple skills of observation as they compare weather data and reflect upon their observations. Students will further their learning of seasonal changes and how these changes affect animals and their environments.

Big Ideas / Targets	Teaching Points	Vocabulary
What are the four seasons?	<ul style="list-style-type: none"> <li>Share books about the four seasons</li> <li>Describe the four seasons in our science journals</li> <li>Describe our current season and record observations</li> <li>Ask questions to be researched</li> </ul>	seasons, autumn, fall, winter, spring, summer
I can make a book about the four seasons and participate in simple student research to answer my questions.	<ul style="list-style-type: none"> <li>Create student books on the four seasons</li> <li>Add types of weather that might be specific to that particular season</li> <li>Research answers to some of our weather questions</li> </ul>	Weather systems, weather instruments, weather vane, anemometer
What happens to many of the animals we know during different seasons?	<ul style="list-style-type: none"> <li>Research animals and how they experience changes in the 4 seasons</li> <li>Discuss, record, &amp; act out these observations</li> </ul>	habitat, shelter, hibernation, life cycle
I can tell you about weather patterns throughout the 4 seasons.	<ul style="list-style-type: none"> <li>Record observational changes in the current season as compared to what was observed in the beginning of the year</li> <li>Participate in a class session at Discovery Place on "Becoming a Mini Meteorologist"</li> <li>Brainstorm ways to put what we have learned into practice as we prepare to create some of our own weather instruments</li> </ul>	graph, rain gauge, anemometer, weather vane, meteorologist

### Trimester #3: Caring for a Garden & Integrated Weather Systems 3 (March 5-June 5)

#### The Challenge

In our third trimester Quest, students will create and care for a Kindergarten Lab community garden. Through participation in garden exploration, children will not only continue to learn about what living things need to survive, but they will also learn best practices to care for their own health as well as the health of the world around us.

#### Course Description

Students will fulfill goals and objectives set by NC Kindergarten Science Standards as they collaborate to create a Kindergarten community garden. They will explore healthy eating and decision making and will investigate how human behavior can have both negative and positive effects on our environment.

#### Unit Objectives

In addition to the NC Essential Science Standards for Kindergarten, students will work in this Quest to investigate and practice three of Tony Wagner's Survival Skills:

- Collaboration:** Students will be able to interact with group members to achieve a team outcome. They will share, be kind and positive toward one another in order to complete the task at hand.
- Effective Oral & Written Communication:** Students will communicate orally as well as in written form as they create and later prepare to present the end of trimester Quest project. They will participate in simple experimentation and later simple research to support their 3 trimester Quest projects.
- Curiosity & Imagination:** Students will explore, generate ideas, and brainstorm with group members regarding the task at hand. They will work to be open minded to others' ideas as they connect to their topics of study

### Unit Timeline

Big Ideas / Targets	Teaching Points	Vocabulary
What Do Plants Need to Survive?	<ul style="list-style-type: none"> <li>• What happens to seeds?</li> <li>• List different types of plants</li> <li>• Diagram plant life cycle</li> </ul>	seeds, plants, life cycle
Planting (Round 1)	<ul style="list-style-type: none"> <li>• Plastic bag seed germination</li> <li>• Create "Plant Measurement/Observations Book"</li> <li>• Begin recording daily changes</li> </ul>	germination, measurement, observe
Planting (Round 2) & Earth Day Activities	<ul style="list-style-type: none"> <li>• Research the best ways to care for plants</li> <li>• Investigate different types of gardens</li> <li>• Group container planting</li> </ul>	garden, plant, grow, care
Plant Life Cycle	<ul style="list-style-type: none"> <li>• Create a book on plant life cycles</li> </ul>	life cycle
Healthy Environment Happy Producers	<ul style="list-style-type: none"> <li>• How does our behavior affect the environment?</li> <li>• Plant observations cont'd</li> <li>• Healthy living</li> </ul>	Environment, observe, produce, consume, healthy
Reduce, Reuse, Recycle	<ul style="list-style-type: none"> <li>• Collect examples of each</li> <li>• Environmental causes &amp; effects</li> <li>• How can we incorporate these 3 concepts into our daily lives?</li> <li>• What is composting? Can we work together to compost at Lab?</li> </ul>	cause, effect, reduce, reuse, recycle, compost
Exploring Other Gardens in Our Neighborhood	<ul style="list-style-type: none"> <li>• What can we learn from our neighbors?</li> <li>• How would you design your ideal garden &amp; what types of plants would you grow?</li> </ul>	garden, plant, basic needs
Our Garden: Investigations & Results	<ul style="list-style-type: none"> <li>• Analyze data from our plant journal</li> <li>• Investigate with magnifiers, scales &amp; rulers</li> <li>• Examine our results (What could we do better next time?)</li> </ul>	measure, result, observe
Present Our Garden to Parents	<ul style="list-style-type: none"> <li>• Final journal observations</li> <li>• Prepare for the presentation of our garden</li> </ul>	scientific method

### Integrated Weather Systems 3

In the third Trimester, Quest students will complete their study of weather & the goals and objectives set by NC Kindergarten Science Standards. Students will work to understand how weather affects our Kindergarten Lab garden and how plants are affected throughout the 4 seasons. Quest students will discuss and compare spring/summer weather to the weather that was observed in the beginning of the year as we continue to record and graph similarities and differences.

Big Ideas / Targets	Teaching Points	Vocabulary
How is the current weather affecting the growth of our Lab garden?	<ul style="list-style-type: none"> <li>• Research weather patterns that occur in spring &amp; summer through books and computers.</li> <li>• Discuss, record, &amp; act out these observations</li> </ul>	autumn, spring, summer, drought, flood
I can discuss the water cycle.	<ul style="list-style-type: none"> <li>• Investigate &amp; chart out water cycle</li> <li>• Make rain :)</li> <li>• Determine how much water/rain is necessary to grow a healthy garden</li> </ul>	condensation, precipitation, evaporation, moisture
I can tell you about plant growth in the four different seasons.	<ul style="list-style-type: none"> <li>• Share books about the changes that occur in plants in the four seasons</li> <li>• Describe our current season and record garden observations</li> </ul>	graph, rain gauge, sprout, bloom, harvest

## World Languages & Cultural Studies

### Novice Low / Spanish

Salas & Benitez

#### Approach to Language Teaching and Learning:

Twenty-first century schools must reflect the modern world and workplace through a commitment to global awareness, bilingualism, and diversity. The World Languages & Cultural Studies program at Lab is designed to give students authentic opportunities to engage in language learning and learn to interact positively across cultural barriers. The target language (Spanish) will be used as much as possible by both teachers and students during the World Language & Cultural Studies block. Lessons are carefully planned so that students can understand and enjoy the activities that will help them learn and explore the world.

#### Trimester #1 Timeline (August 27th -November 20 )

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
<b>Self / Classroom</b>	<ul style="list-style-type: none"> <li>I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.</li> <li>I can use culturally appropriate greetings, farewells, apologies, and expressions of courtesy</li> <li>I can follow instructions for simple class routines.</li> <li>I can tell someone my favorite color.</li> <li>I can identify the colors by their names.</li> <li>I can say how old I am.</li> <li>I can ask for school supplies.</li> <li>I can spell simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul>	<p><b>vocabulary</b> Azul (blue), verde (green), amarillo (yellow), rojo (red), café (brown), morado (purple), rosado (pink) lápiz (pencil), crayolas (crayons), tijeras (scissors), libro (book), pegamento (glue). Año (year), nombre (name), <b>Greetings</b> hola (hello), adiós (bye), buenos días (good morning), hasta luego (see you soon), gracias (thank you) por favor (please), de nada (you welcome) <b>HFW:</b> Mira (look), me llamo (my name is) <b>Phonemes:</b> vowels, letters m, p, s, t,</p>
<b>Family / community helpers</b>	<ul style="list-style-type: none"> <li>I can recognize a few familiar words from a music video.</li> <li>I can compare different types of families.</li> <li>I can share my family customs, traditions and celebrations</li> <li>I can describe different kinds of jobs that people do and the tools or equipment used</li> <li>I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals..</li> </ul>	<p><b>Vocabulary:</b> Mamá (mom), papá (dad), hermano (brother), hermana (sister), abuelo (grandfather), abuela (grandmother) policía (police), bombero (firefighter), médico (doctor), profesor/a (teacher), veterinario (vet), <b>HFW:</b> Yo veo (I see), Yo tengo (I have) <b>Phonemes:</b> Vv, Dd, Nn, Ll, Bb, Ff</p>

#### Trimester #2 Timeline (November 27-March 1)

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
<b>Maps</b>	<ul style="list-style-type: none"> <li>I can identify familiar landscapes.</li> <li>I can identify and locate land and water features on maps and globes.</li> <li>I can recognize some names of cities on a map.</li> <li>I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</li> <li>I can recognize a few individual words of a read aloud story.</li> </ul>	<p><b>Vocabulary:</b> Mapa (map), globo terráqueo (globe), océano (ocean), río (river), montaña (mountain), colina (hill), llanura (plains), ciudad (city), estado (state), país (country), continente (continent) <b>HFW:</b> Yo voy ( I go) <b>Phonemes:</b> Jj, Yy, Rr, Yy, ca-co-cu</p>
<b>Weather/ Seasons</b>	<ul style="list-style-type: none"> <li>I can explain how people adapt to weather conditions.</li> <li>I can recognize a few letters or characters.</li> </ul>	<p><b>Vocabulary:</b> Estaciones del año (seasons), primavera (spring), verano (summer),</p>

	<ul style="list-style-type: none"> <li>• I can identify a few memorized words and phrases when I read.</li> <li>• I can compare how seasons and weather in different countries.</li> <li>• I can relate the weather with types of clothes</li> </ul>	invierno (winter), otoño (fall) (cold) está caluroso / hace calor (hot), nublado (cloudy), está lloviendo (rainy), hace viento (windy), tormenta (storm) <b>HFW:</b> es- está (is) <b>Phonemes:</b> Zz, Hh, ce-ci
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**Trimester #3 Timeline (March 5-June 5)**

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
<b>Food (Needs/ Wants)</b>	<ul style="list-style-type: none"> <li>• I can identify some common eating habits in other cultures.</li> <li>• I can explain how families have needs and wants.</li> <li>• I can make decisions about my wants.</li> </ul>	<b>Vocabulary:</b> leche (milk), bread (pan), frutas (fruits), verduras (vegetables), helado (ice cream), papas fritas (french fries), galletas (cookies), carne (meat), pollo (chicken) jugo (juice), agua (water) <b>HFW:</b> Yo quiero (I want), I need ( yo necesito) <b>Phonemes:</b> que-qui, Ññ, Ll ll, Gg
<b>Likes/ Dislikes</b>	<ul style="list-style-type: none"> <li>• I can play a simple board or card game with friends.</li> <li>• I can tell what I sports I like and dislikes.</li> </ul>	<b>Vocabulary:</b> Juegos (games), deportes (sports) Cambios (change), personas (people), tenis (tennis), fútbol (soccer), natación (swimming), bailar (dance), correr (run) <b>HFW:</b> me gusta (I like) / No me gusta (I don't like), yo juego (I play) <b>Phonemes:</b> ch, ce-ci

**Assessments**

These tools will give teachers and students a variety of data to show progress on specific objectives.

<u>What is the assessment?</u>	<u>What does it measure?</u>	<u>How will it be used?</u>	<u>When will it be used?</u>
<b>Performance Rubric</b>	In the comprehension, conversation, and presentation, this rubric measures how well a student is able to communicate in the target language.	Students will participate in performance tasks to demonstrate their ability to use the target language in a real-world context. Teachers will use the rubric to give feedback and show progress throughout the year.	At the end of each unit (twice per trimester)
<b>Fountas &amp; Pinnell Reading Level Evaluation</b>	This evaluation (which is also used to determine ELA Reading levels at Lab) collects data on a student's oral fluency, comprehension, and ability to make connections with a text.	Reading levels will be used to provide students with targeted practice to help them develop vocabulary, familiarity with sentence structures, and opportunities to practice decoding and interpreting meaning from a variety of texts.	1-2x/yr (as needed)
<b>Personal Student Trackers</b>	Students will be assigned to tasks that will allow them to prove that they can do the communicative tasks or demonstrate the cultural competencies listed for each unit above.	Students will record their own growth areas and performance with "I can statements." Students will also reflect on their learning.	By unit

## World Languages & Cultural Studies

### Novice Low / Chinese

Liao

#### Lab Approach to World Languages / Cultural Studies

Twenty-first century schools must reflect the modern world and workplace through a commitment to global awareness, bilingualism, and diversity. The World Languages & Cultural Studies program at Lab is designed to give students authentic opportunities to engage in language learning and learn to interact positively across cultural barriers. The target language-Chinese-will be used as much as possible by both teachers and students during the World Language & Cultural Studies block. Lessons are carefully planned so that students can understand and enjoy the activities that will help them learn and explore the world.

#### Trimester #1 (August 27-November 20)

Topic	Student Goals	Vocabulary/Sentences
Myself	I can say my age. I can say my name. I can say my favorite color. I can count from one to ten.	Numbers 1-10 Red, Yellow, Orange, Purple, Pink, Blue, Green, Black, White, Brown This is _____. I like_____.
Animals	I can name the animals. I can say my favorite animal	Dog, Cat, Bird, Fish, Rabbit, Chicken This is _____. I like_____.
Classroom	I can name the school supplies. I can follow instructions for class routines.	Pencils, Scissors, Eraser, Notebook, Backpack, Paper, Book This is_____.

#### Trimester #2 (November 27- March 1)

Topic	Student Goals	Vocabulary/Sentences
Body Parts	I can say the body parts. I can understand what a good listener is in Chinese.	Eyes, Nose, Mouth, Ear, Hand, Leg, Foot This is_____
School Activities	I can say the school activities. I can say my favorite activities.	Reading, Drawing, Dancing, Playing ball, Swimming, Singing I like_____.

#### Trimester #3 (March 5-June 5)

Topic	Student Goals	Vocabulary/Sentences
Fruit and Food	I can name the fruit and food. I can say my favorite food and fruit	Bread, Cake, Milk, Juice, Ice cream, Chocolate Apple, banana, pear, strawberry, watermelon, grapes. I like_____.
Clothes	I can say the clothing items. I can tell what I wear.	Shirt, Pants, Socks, Shoes, Hat, Gloves, Jacket. This is_____.
Characters	I can recognize 90 simple Chinese characters.	



## **Humanities**

Kindergarten teachers & Advisors

### **Overview**

We implement the National Curriculum Standards for Social Studies created by the National Council for the Social Studies into all of our core classes and Advisory. We know that the inclusion of Social Studies into all of our content areas is critical to helping our students become competent civic participants by building the knowledge, intellectual processes, and democratic dispositions that are required to be active and engaged in public life.

### **The Standards**

The National Council for the Social Studies organizes its standards around ten major themes for grades K-12 and then breaks the standards down into developmentally appropriate knowledge, processes, and products for the early grades, middle grades, and high school. The ten themes that organize our social studies strands are:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

### **Lab Approach to Humanities**

Each trimester, 3-4 themes will be chosen as the focus for each grade level. Each content area teacher will determine how / if those themes can be incorporated into their planned units or Quests. By the end of the year, all ten themes will have been covered in each grade level through at least one, if not more, content area class. With each trimester progress report, families will get grade-level specific information on how Humanities and the ten Social Studies themes were integrated into each student's learning.