

Duanesburg Kindergarten Trimester Breakdown

First Trimester: September- December

ELA

Unit 1: What is a reader and writer?

Reading: Foundational Skills

Print Concepts:

- Demonstrate understanding of the organization and basic features of print.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Recognize and name all upper- and lowercase letters of the alphabet.
 - Identify the front cover, back cover, and title page of a book.

Phonological Awareness:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce spoken rhyming words.
 - Blend and segment syllables in spoken words.

Phonics and Word Recognition

- Know and apply phonics and word analysis skills in decoding words.
 - Produces consonant letters and short vowel sounds.
 - Read trick words by sight.

Fluency

- Will engage with emergent reader texts and read-alouds to demonstrate comprehension

Reading: Literacy

Key Ideas and details

- Develop and answer questions about a text.
- Retell stories or share key details from a text.
- Identify characters, settings, major events in a story, or pieces of information in a text

Craft and structure

- Identify specific words that express feelings and senses.

Integration of knowledge and ideas

- Describe the relationship between illustrations and the text

Writing

- Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.

- Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

Language

- **Demonstrate command of the conventions of academic English grammar and usage when speaking.***
 - Print upper- and lowercase letters in their name and Print many letters
 - Use frequently occurring nouns and verbs (orally)
 - Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). Orally not written.
 - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- **Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.***
 - Attempt to write symbols or letters to represent words
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Capitalize the first letter of their name.

Vocabulary Acquisition and Use

- Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:
 - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Explore and discuss word relationships and word meanings.
 - Sort common objects into categories (e.g., shapes, foods)
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).
 - Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Speaking and Listening

Comprehension and Collaboration

- Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
 - Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.
 - Participate in conversations through multiple exchanges.
 - Consider individual differences when communicating with others.
- Develop and answer questions to clarify what the speaker says.

Presentation of knowledge and idea

- Describe familiar people, places, things, and events with detail.
- Create and/or utilize existing visual displays to support descriptions.
- Express thoughts, feelings, and ideas.

Math

Unit 1: Numbers to 10
Unit 2: Shapes

Counting and Cardinality

Know number names and the count sequence.

- Count to 25 by 1's.
- Write numbers from 0 to 10. Represent a number of objects with a written numeral.

Count to tell the number of objects

Understand the relationship between numbers and quantities up to 10; connect counting to cardinality- to 10

- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)
- Understand that the last number name says the number of objects counted, (cardinality).
- Understand the concept that each successive number name refers to a quantity that is one larger.
- Understand the concept of ordinal numbers (first through tenth)
- Answer counting questions using as many as 10 objects in a scattered configuration.

Given a number from 1–20, count out that many objects. (to 10)

Compare Numbers

- Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.
- Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

- Duplicate, extend, and create simple patterns using concrete objects

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons)

- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- Name shapes regardless of their orientation or overall size.
- Understand the difference between two-dimensional (lying in a plane, “flat”) and three dimensional (“solid”) shapes.

Analyze, compare, sort, and compose shapes.

- Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
- Model objects in their environment by building and/or drawing shapes.
- Compose larger shapes from simple shapes.