

KINDERGARTEN ADVENTURE SYLLABUS



INSTRUCTOR INFORMATION

Please go to your course and access the 'Course Home' for detailed instructor information.

I am available from 8:00 AM to 4PM PST. Please feel free to contact me if you have any questions regarding your assignments. Every effort will be made to reply to you immediately. I make a point to respond to emails within 24 hours on weekdays and 48 hours on weekends.

Campfire Schedule:

***Subject to change with each school year/quarter**

COURSE REQUIREMENTS

All learners must have computer and internet access. Support partners of young learners in online classes must be comfortable with the basic functions of online platforms and word-processing software (including GOOGLE SUITE). Learners should utilize materials from the Adventure Box provided with each Quarter/Semester.

COURSE GOALS

- to engage learners in meaningful curriculum and project work
- to build a foundation for the love of learning
- to support learners in reaching individualized academic and social goals
- to support learners in meeting expectations of grade level standards
- to foster a sense of community for young learners
- to introduce a variety of age appropriate subject areas
- to support interest based explorations

Each Exploration includes:

- Literacy Adventures with UFLI resources (including assignments and journals)
- Math Adventures
- Science Adventures linked to Next Generation Standards or Social Studies Adventures
- Project Work

Each Adventure includes:

- Quarterly Skill Check Ins/Assessments
- A BIG ADVENTURE PROJECT
- Live instruction and community building via zoom meetings (campfires)

Quarter 1/Learning Experience 1 (Adventure 1 & 2)

Quarter 2/Learning Experience 2 (Adventure 3 & 4)

Quarter 3/Learning Experience 3 (Adventure 5 & 6)

Quarter 4/ Learning Experience 4 (Adventure 7 & 8)

Order courses [HERE](#).

COURSE DESCRIPTION: Adventure 1

Adventure 1: Hello Neighbor!

This class engages learners in an exploration of self, family and community. Kindergarteners will engage in a learning journey focused on "all about me", their family, and others in the world around them. This experience guides students through a project of celebration of community and each member of it, including themselves. Being a good neighbor starts with a "Hello".

Course Outline:

Quarter 1 Adventure : Hello Neighbor!

Exploration 1 Course Outline

Wonderfully Made Me - learning about self

Math

Explore numbers 1-10 (identify, count, writing)

Cardinal Order

Build a Rekenrek

Math Standards in this Exploration:

CCSS.MATH.CONTENT.K.CC.A.1: Count to 100 by ones and tens

CCSS.MATH.CONTENT.K.CC.A.2: Count forward beginning from a given number within the known sequence

CCSS.MATH.CONTENT.K.CC.A.3: Write numbers from 0 to 20 and represent them with objects, fingers, or drawings

CCSS.MATH.CONTENT.K.CC.B.4: Understand that the last number counted tells the number of objects in the set (cardinality)

CCSS.MATH.CONTENT.K.CC.B.5: Given a number from 1 to 20, count out that many objects

CCSS.MATH.CONTENT.K.CC.C.6: Compare two numbers between 1 and 10 presented as written numerals

CCSS.MATH.CONTENT.K.CC.C.7: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group

CCSS.MATH.CONTENT.K.OA.A.1: Use math tools/manipulatives to visualize number combinations and basic addition/subtraction concepts

ELA

Listen to themed Stories (All About Me, Family, Community/Neighborhoods)

Journal: Flat Mrs. Jeanne or Celebrate You!

Fine Motor and Alphabet/Phonics Warm Ups

Letter Aa Work

Sight Words: said, the

Letter Sound Review

Literacy Choice Board: Sight Word Practice (name work and CVC words can be explored also)

ELA Standards in this Exploration:

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RF.K.3.b: Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2.b: Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2.d: Isolate and pronounce the initial, medial, and final sounds (phonemes) in spoken single-syllable words.

CCSS.ELA-LITERACY.RF.K.3.A: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

CCSS.ELA-LITERACY.RF.K.3.C: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, etc.).

CCSS.ELA-LITERACY.L.K.1.A: Print many upper- and lowercase letters.

Science

Look Inside my Body videos and Stories

Body Playdough Mats or Chalk Drawings Assignment

Science Standards in the Exploration:

From Molecules to Organisms: Structures and Processes

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies (Project Work Stop)

Project Inspirations Video

(exploring multicultural art materials/ reviewing All About Me/My Body)

Project Stop Assignment Choice Board

(All About Me Art, Family Art, Community Helper Art)

Social Studies Standards in the Exploration:

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

5 Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

Resources Used:

Flat Mrs. Jeanne (Facilitator Created)

Pete the Cat Template by HarperCollins Publishing at petethecatbooks.com

Facilitator Created Scissors Skills Template with Canva

Facilitator Created Fine Motor/Pre-writing Warm Ups

"Read It, Build It, Write it" Template Adapted from Daily 5 Cafe

Facilitator Created Resource: Stages of Writing by ooeygooney.com

Epic Reading

IXL *Full Time learners are given access to accounts, vendor learners may participate in free portions available

Adventure 1, Exploration 1 Book Stop Choice Board (with reading/literacy materials facilitator read, provided on EPIC Reading, or youtube by providers such as Storyline Online and Raffi)

Facilitator Created Choice Boards (Journal Prompts, Math Choice Board, Word Work Choice Board)

UFLI Resources

Reading.com alphabet sound song

PBS Learning/KET: Learn About Your Body Video

BBC Learning: Major Organs and Their Jobs

Facilitator Created audio, video and canva Created Resources

Exploration 2

We are Family - learning about family

Math

Explore numbers 1-10 (identify, count, writing)

Counting

Shapes in maps and homes

Non-standard Measuring

Math Standards in this Exploration:

CCSS.MATH.CONTENT.K.CC.A.1: Count to 100 by ones and tens

CCSS.MATH.CONTENT.K.CC.A.2: Count forward beginning from a given number within the known sequence

CCSS.MATH.CONTENT.K.CC.A.3: Write numbers from 0 to 20 and represent them with objects, fingers, or drawings

CCSS.MATH.CONTENT.K.CC.B.4: Understand that the last number counted tells the number of objects in the set (cardinality)

CCSS.MATH.CONTENT.K.CC.C.6: Compare two numbers between 1 and 10 presented as written numerals

CCSS.MATH.CONTENT.K.MD.A.1: Describe measurable attributes of objects, such as length or weight. CCSS.MATH.CONTENT.K.G.A.1:

CCSS.MATH.CONTENT.K.G.A.1: 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.

CCSS.MATH.CONTENT.K.G.A.2: Correctly name shapes regardless of their orientations or overall size.

CCSS.MATH.CONTENT.K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

CCSS.MATH.CONTENT.K.G.B.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

ELA

Book Stop Choice Board

Facilitator Created Journal Choice Board

Alphabet/Phonics Warm Ups

Letter Mm and Uu Work

Sight Words: said, the

Letter Sound Review

Literacy Choice Board: sight words/letter u/letter m/name work/ CVC words

ELA Standards in this Exploration:

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCSS.ELA-LITERACY.RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

RF.K.1.b: Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1.c: Understand that words are separated by spaces in print.

RF.K.1.d: Recognize and name all upper- and lowercase letters of the alphabet.

L.K.1.a: Print many upper- and lowercase letters.

RF.K.2.b: Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2.d: Isolate and pronounce the initial, medial, and final sounds (phonemes) in spoken single-syllable words.

RF.K.3.b: Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.3.b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3.d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Social Studies

All About Me/Faces Around the World Memory Game

Feelings Emergent Reader

Feelings Social Studies Journal Choice Board

Map Making/Neighborhood Creation

Social Studies and Math (Project Stop)

Map Making and Homes/Houses

Shape Work

Project Stop Standards (Math and Social Studies):

Math Standards in this project:

CCSS.MATH.CONTENT.K.G.A.1: *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.*

CCSS.MATH.CONTENT.K.G.A.2: *Correctly name shapes regardless of their orientations or overall size.*

CCSS.MATH.CONTENT.K.G.A.3: *Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").*

CCSS.MATH.CONTENT.K.G.B.5: *Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.*

Social Studies Standards in this project:

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

5 Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

Resources Used:

Sing and Dance with Me (Facilitator Created)

IXL

Feelings Emergent Reader (Facilitator Made on Canva)

Feelings Journal Prompts with Pete the Cat Story or Facilitator Created Feelings Yoga

UFLI Resources

Reading.com ABC letter sound song

Canva Create Facilitator Resources
Starfall
makeandtakes.com (image and inspiration for math activity)
K-5 Math Teaching Resources
Epic Reading
[Shape Song: Scratch Garden](#)
A Beautiful Day in the Neighborhood: Poetry by Fred Rogers

Exploration 3

“Won’t You Be My Neighbor” - learning about neighbors or others in the community

Math

Tally Marks
Counting by ones and twos
Number Identification
Doubles in Numbers
Adding Doubles
Coins and Money Math

Math Standards in this Exploration:

CCSS.MATH.CONTENT.K.CC.A.1: Count to 100 by ones and tens.

CCSS.MATH.CONTENT.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

CCSS.MATH.CONTENT.K.CC.A.3: Write numbers from 0 to 20 and represent them with objects, fingers, or drawings

CCSS.MATH.CONTENT.K.CC.C.6: Compare two numbers between 1 and 10 presented as written numerals

CCSS.MATH.CONTENT.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.B.4a 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.

K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

CCSS.MATH.CONTENT.K.MD.A.1: Describe measurable attributes of objects, such as length or weight.

CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Identify coins and their values (pennies, nickels, dimes, and quarters)).

K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.A.5 Fluently add and subtract within 5.

ELA

Book Stop Choice Board

Facilitator Created Journal Choice Board

Alphabet/Phonics Warm Ups: Rhyming and Letter Identification/Letter Sounds

Letter S Work

Sight Words: said, the, I

Rhyming

Literacy Choice Board: Alphabet Work, Sight Words and Rhyming

ELA Standards in this Exploration:

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RF.K.1 Demonstrate understanding of the organization and basic features of print.

RF.K.1.b: Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1.c: Understand that words are separated by spaces in print.

RF.K.2.A: Recognize and produce rhyming words.

RF.K.2.b: Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2.d: Isolate and pronounce the initial, medial, and final sounds (phonemes) in spoken single-syllable words.

RF.K.3.A: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3.b: Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.3.C: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, etc.).

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.A: Print many upper- and lowercase letters.

SL.K.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

Science

Animal and Human Homes

Living Things Needs and Characteristics

Science Standards in this Exploration:

From Molecules to Organisms: Structures and Processes

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-LS2-2: Construct an argument supported by evidence that in a particular habitat, some organisms can survive better than others.

Social Studies (Project Stop)

Community Helpers

Good Citizens

Neighbors and Neighborhoods

Social Studies Standards in this Exploration:

K.1 Students understand that being a good citizen involves acting in certain ways.

2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

Resources Used:

Exploration 3 Book Stop Choice Board with facilitator read stories, youtube stories from providers such as The Juicebox Jukebox - Dreamjam World - UNCG Teachers, and A Beautiful Day in the Neighborhood (Poetry Collection by Fred Rogers)

I Can Read: I Want to Be a Doctor

Yo! Yes! By Chris Raschka

Facilitator Created Exploration 3 Journal Choice Board

Facilitator Created Literacy Choice Boards

Facilitator Created Math Choice Boards

Facilitator Created Nature Video

Alphabet Sight Word Tic Tac Toe

Doubles Hunt Facilitator Created

Tally Mark Chart (Facilitator Created)

Math Writing: Number Practice

Community Helper Clipcards Facilitator Created

ABCYA! Games (Break the Bank Game, Alphabet Bat, Sight Word BINGO)

Starfall Games

UFLI Resources

Rhyming Dominoes

IXL Math and Literacy

Facilitator Created Resources with Canva

Facilitator Created Resources with Google Slides

Facilitator Created Science Choice Board

Brain Gelatin Recipe

The Importance of Pretend Play

Facilitator Created Resources with Figma

Facilitator Created Project Stop

Reading.com Alphabet Song

EPIC Reading

Exploration 3

Helpers Around Town - learning about community and community helper

Math

Math Warm Up (Number of the Day, Clay Work, and Math Choice Board)

Counting and Numbers Through Town

Neighborhood Number Walk

Facilitator Created Math Resources

Math Skill Checker (IXL)

Math Standards in this Exploration:

CCSS.MATH.CONTENT.K.CC.A.1: Count to 100 by ones and tens.

CCSS.MATH.CONTENT.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

CCSS.MATH.CONTENT.K.CC.A.3: Write numbers from 0 to 20 and represent them with objects, fingers, or drawings

CCSS.MATH.CONTENT.K.CC.C.6: Compare two numbers between 1 and 10 presented as written numerals

CCSS.MATH.CONTENT.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.MATH.CONTENT.K.MD.A.1: Describe measurable attributes of objects, such as length or weight.

ELA

Raffi Song "The More We Get Together"

Facilitator Created Book Stop Choice Board

Facilitator Created Journal Choice Board

Literacy Warm Up (ABC Song, Sight Word Hide and Seek, You Got Letters)

ELA Facilitator Created Resources

Vehicles in My Neighborhood Emergent Reader

Let's Meet Letter T

CVC Word Building

ELA Skill Checker (IXL)

ELA Standards in this Exploration:

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RF.K.3.b: Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2.b: Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2.d: Isolate and pronounce the initial, medial, and final sounds (phonemes) in spoken single-syllable words.

CCSS.ELA-LITERACY.RF.K.3.A: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

CCSS.ELA-LITERACY.RF.K.3.C: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, etc.).

CCSS.ELA-LITERACY.L.K.1.A: Print many upper- and lowercase letters.

Social Studies

Days of the Week Song and Make Your Own Book (Extension options with art, clay, letter tiles, and calendar work)

Social Studies Standards in this Exploration:

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

Project Work

Project Plan Resources and Template

ELA Standards in this Exploration:

K.SL.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

K.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide a reason for the opinion.

CCSS.ELA-LITERACY.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

Social Studies Standards in this Exploration:

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

K.5 Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

Resources Used:

 The More We Get Together

Hello Neighbor Book Stop 4 Facilitator Read, Youtube with providers such as "It's Reading Time" - Storyline Online - Storytime Now! - Grandma Anni, and EPIC Reading Facilitator Created Address Template

Facilitator Created Exploration 4 Journal Choice Board

Facilitator Created Literacy Prompts and Choice Boards
Facilitator Created Math Prompts and Choice Boards
Alphabats and other games by ABCYA!
Vehicles Emergent Reader made by facilitator with Canva
Sight Word Board Games (Ilead designed)
Sight Word Hide and Seek (Facilitator Created)
Facilitator Created ABC Clip Cards
Free Use K -2 Math Projects Neighborhood Number Walk
Clay Work Facilitator Created
IXL
Reading.com Alphabet Song
UFLI Resources

BIG ADVENTURE PROJECT

“Hello Neighbor” Project Choice Board (community helpers and neighbors)

Social Studies Standards in this project:

K.1 Students understand that being a good citizen involves acting in certain ways.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Math Standards in this project:

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

ELA Standards in this project:

RF.K.1 Demonstrate understanding of the organization and basic features of print.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Resources Used:

Mr. Rogers Quote

Facilitator created project prompts with Canva

COURSE DESCRIPTION: Adventure 2

Adventure 1: Animally

Kindergartners will explore the wonder filled world of animals, building a love and knowledge for nature and other living things in the world. As compassionate investigators they will take their discoveries and become authors and artists to create a story and masterpiece representing their favorite creature on this “animally” adventure.

Exploration 1 Course Outline

Become An Animal Explorer

Math

Number of the Day

Number Writing and Counting

Ten Frame Introduction

Math Standards

CCSS.Math.Content.K.CC.A.1 - Count to 100 by ones and by tens.

CCSS.Math.Content.K.CC.A.2 - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

CCSS.Math.Content.K.CC.A.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

CCSS.Math.Content.K.CC.B.4 - Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.Math.Content.K.CC.B.4.a - 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.

CCSS.Math.Content.K.CC.B.4.b- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

ELA

Book Stop Choice Board

Journal Work

Letter Pp

Sight Word Work

CVC Words

ELA Standards

L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

RF.K.3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.

Resources Used:

UFLI Resources

Canva and Google Facilitator Created Math Resources

 Animals In Action | Brain & Body Builders | Exercise & Fitness for Kids | Jack Hartmann

Animally Book Stop 1 (With Facilitator read stories)

National Geographic Kids (Animal Themes/Facts)

I Like Animals (Free Emergent Reader by Nora Davis)

Animal Journal (Facilitator Created)

▶ Nature in My Neighborhood with Roger

Dooby Moo Journal and Literacy Prompts (Facilitator Created)

Giggle Giggle Quack Resources from Simon and Schuster Publishing

Giraffes Can't Dance (Facilitator Read)

▶ Rocco the Rhyming Rhino | Rhyming Song for Kids | Jack Hartmann

▶ Camouflage: Animal Hide & Seek

Melissa Doug Scissor Skills

Animally Journal Choice Board

Animal Actions Sight Word Game (Facilitator Created)

PDF free_Zoo Animal Counting Mats.pdf

ABCYA GAMES

▶ Click, Clack, 123 Read Along

Scavenger Hunt Bingo

Starfall Games

Campfire Ice Breakers, Exit Tickets, and Practices (E.G. Rocketship counting, Red/Green Flip Card, etc.)

Rulin' the Roost Word Work

Facilitator Created Resources

Science

Animal Science Adventures (Animal Needs and Traits)

Science Standards in the Exploration:

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Project Stop

Planning and gathering inspirations for the "Big Adventure Project"

Exploration 2 Course Outline

Furs, Feathers and Fins

Math

Number of the Day

Number Line Math

Counting

Number Writing

Ordinal Numbers

Math Standards:

CCSS.MATH.CONTENT.K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

CCSS.MATH.CONTENT.K.OA.A.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

CCSS.MATH.CONTENT.K.G.B.6: Compose simple shapes to form larger shapes.

CCSS.MATH.CONTENT.K.G.A: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

CCSS.MATH.CONTENT.K.CC.A.1: Count to 100 by ones and by tens.

K.MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

K.MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

ELA

Facilitator Created Book Stop Choice Board

Facilitator Created Journal Choice Board

Literacy Warm Up (Scissor Practice and Name Work)

ELA Facilitator Created Resources

Let's Meet Letter F

Let's Meet our Heart Sight Words (I, said, a, at, the, and)

Practice (Sight Words)

Literacy Choice Board (sight word game, write the room, word work)

Social Studies

Human vs. Physical Resources Story and IXL/Scavenger Hunt

ELA Standards in this Exploration:

L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

RF.K.3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.

CCSS.ELA-LITERACY.RF.K.4: Read emergent-reader texts with purpose and understanding.

CCSS.ELA-LITERACY.L.K.1.A: Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.W.K. 1 - 3: Use a combination of drawing, dictating, and writing to (opinion, informative/explanatory, narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened).

CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.

Science Standards:

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Social Studies Standards:

K4.2 Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.

Math Standards:

CCSS.MATH.CONTENT.K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

CCSS.MATH.CONTENT.K.OA.A.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

CCSS.MATH.CONTENT.K.G.B.6: Compose simple shapes to form larger shapes.

CCSS.MATH.CONTENT.K.G.A: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

CCSS.MATH.CONTENT.K.CC.A.1: Count to 100 by ones and by tens.

K.MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

K.MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Resources Used:

UFLI Resources

Canva Created Resources

Animally Book Stop Choice Boards (Facilitator Created)

Little Fish Emergent Reader

[San Diego Zoo Animal Stories](#)

Slippery Fish by Facilitator

National Geographic Kids

Oscar the Octopus by Facilitator

Journal Choice Boards (Facilitator Created)

Word Work Tic Tac Toe

Ocean Word Work by Sky Full of Stars

Scissor Work (Facilitator Created)

CVC Word Work (Facilitator Created)

Epic Reading and IXL (full-time learners have full access to IXL, vendor learners can use with limited access)

Frog Life Cycle by Learn, Create, Love

<https://modernpreschool.com/outdoor-gross-motor-animal-track-game/>

Bird Dice by Homeschool Creations

Bird Tally by Fantastically Fun Learning

 Tally Marks Song

[Make It Write It Math](#)

Ocean Number Line (Facilitator Created)

Bread Tie Math

Exploration 3 Course Outline

Home Sweet Home: Habitats

Math

Number of the Day/Patterns/Addition Warm Up

Picture Graphs

Literacy Standards:

CCSS.ELA-LITERACY.L.K.1.A: Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.A: Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.W.K. 1 - 3: Use a combination of drawing, dictating, and writing to (opinion, informative/explanatory, narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened).

CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.

Math Standards:

CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens.

CCSS.Math.Content.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

CCSS.Math.Content.K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

CCSS.Math.Content.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.Math.Content.K.CC.B.4.a

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.

CCSS.Math.Content.K.CC.B.4.b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

CCSS.Math.Content.K.CC.B.4.c Understand that each successive number name refers to a quantity that is one larger. CCSS.Math.Content.K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or

equations.

CCSS.Math.Content.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

CCSS.Math.Content.K.OA.A.5 Fluently add and subtract within 5.

Social Studies Standards:

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Science Standards

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS1-1 From Molecules to Organisms: Structures and Processes: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.

Resources Used:

[National Geographic](#)

Animally Ex. 3 Book Stop Choice Board and Journal Choice Board (Facilitator Created)

Insect Emergent Reader

Little Blue Truck Word Work

Insect Book (Free) by Kinderkay

Daily 5 Literacy Choice Board

Daily 3 Math Choice Board

<https://pbskids.org/curiousgeorge/busyday/bugs/>

 All About Insects for Children: Bees, Butterflies, Ladybugs, Ants and Flies for Kids - FreeSchool

It's a Zoo Board Game by Stay at Home Educator

Animally Project Inspiration Board Ex. 3

Exploration 4 Course Outline *Creature Caretakers*

	Math	ELA	Science	Social Studies
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Adventure 2: Animally Exploration 4	<ul style="list-style-type: none"> • Dot Math • Counting • Math Manipulatives • Composing and Decomposing Numbers up to 10 • Counting by 1s • Money Math: Shake and Spill • Doubles Math • Subtraction with visuals • Roll and Count 	<ul style="list-style-type: none"> • Write the Room • -et family • Reading Comprehension and Story Connections • Animal Themed Stories and Emergent Readers • Journal Choice Board (Writing and Illustrating Ideas) • Sight Words (List 1 - 9 based on skill level) • Name Work • Alphabet Letter and Sound Work 	<ul style="list-style-type: none"> • Animal Adaptations • Animal Tails • Dinosaur and Fossil Explorations • Duck and Feathers Explorations • Nature Walk and Connections • Animal Homes and Habitats • Animals Facts • Animal Life Cycles • How Humans Can Help Animals 	<ul style="list-style-type: none"> • Community Building and other Good Citizen Practices at Campfires (Sharing Thought Bubbles, etc.) • Animal Locations and Environments
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Literacy Standards:

CCSS.ELA-LITERACY.L.K.1.A: Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.A: Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.W.K. 1 - 3: Use a combination of drawing, dictating, and writing to (opinion, informative/explanatory, narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened).

CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.

Math Standards:

CCSS.MATH.CONTENT.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

CCSS.MATH.CONTENT.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

CCSS.MATH.CONTENT.K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

CCSS.MATH.CONTENT.K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

CCSS.MATH.CONTENT.K.OA.A.5 Fluently add and subtract within 5.

CCSS.MATH.CONTENT.K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

CCSS.MATH.CONTENT.K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

CCSS.MATH.CONTENT.K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

CCSS.MATH.CONTENT.K.OA.A.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

CCSS.MATH.CONTENT.K.CC.A.1: Count to 100 by ones and by tens.

K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

CCSS.MATH.CONTENT.K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Science Standards

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans)

need to survive.

1-LS1-1 From Molecules to Organisms: Structures and Processes: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Resources:

 **Amazing Animal Groups | Science for Kids**

Exploration 4 Animally Book Stop Choice Board

National Geographic Kids

I am Human (Facilitator Read)

Epic Reading

Animally Journal Choice Board

 **What You Can Do Kids' - Protect Wild Animals**

Project Inspirations (Facilitator Created)

Daily 3 and Daily 5 Choice Board: Exploration 4

Dino Book Template

Dolch Sight Word List

Flashlight Sight Words

Google Slides Counting Ducks Life Over CS

Duck Feather Science: Girlstart

Shake and Spill Coins

Doggie Doubles Math

Wild Animal Dice

Cookie Excavation

Roll and Dot Numbers

Volcanoes by Facilitator

Play Provocation and Big Adventure Project (2 P.P. Due and the BAP Due by end of Adventure 2)

	Math	ELA	Science	Social Studies
Adventure 2: Animally	Animal shapes Measurement tools with baking	Narratives and opinions (speaking, dictated, written) Sharing facts and events (speaking, dictated, written)	<ul style="list-style-type: none">• Engineering and STEAM• Animals Traits• Animal Facts• Animal Habitats	Advocating for animals/Becoming an animal helper

		Creative storytelling with clay and play props	<ul style="list-style-type: none"> • Sensory Explorations 	
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Literacy Standards:

CCSS.ELA-LITERACY.L.K.1.A: Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.A: Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.W.K. 1 - 3: Use a combination of drawing, dictating, and writing to (opinion, informative/explanatory, narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened).

.CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

Science Standards

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS1-1 From Molecules to Organisms: Structures and Processes: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Social Studies Standards:

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Math Standards:

CCSS.MATH.CONTENT.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

Course Description Adventure 3: Once Upon A Time

In this class, Kindergarteners will explore fairy tales and fairy tale characters by first building a knowledge of classic and modern tales. Using their own creativity each learner will create a fairytale of their very own.

Exploration 1 Course Outline

	Math	ELA	Science	Social Studies
Adventure 2: Animally Exploration 1	<ul style="list-style-type: none"> • Address Writing • Dice Patterns (Counting, Addition with 1 - 6) • Patterns • Number Writing and Tracing 0 - 20 • Non-standard measurement • One to one correspondence • Quantity to Numeral Match • Money Math • Using Unifix Cubes with number representation, place value and ten frames • Intro to Graphing • Missing Numbers, Number order and counting 	<ul style="list-style-type: none"> • Fairy Tales • Emergent Reader • Story Sequencing • Character Traits • Beginner Sentence Writing • Story Writing • Letter Writing • Name Writing • CVC Words • Alphabet tracing and writing/Matching (Upper and Lowercase) • Syllable counting • Story Comprehension 	<ul style="list-style-type: none"> • Living Things (Plants) • STEAM Beanstalk Cup Challenge 	<ul style="list-style-type: none"> • Building Character (Bravery/Courage) • Money and Currency

Resources:

 [PBS KIDS Talk About | BRAVERY & COURAGE | PBS KIDS](#)

Once Upon a Time Book Stop and Journal Choice Boards with facilitator created emergent readers

Daily 3 Math and Daily 5 Literacy Choice Boards (Facilitator Created)

Three Bears Vocabulary Words and Alphabet work by Fun with Mama

Syllable Template by Teaching with Children's Books

Project Inspirations for Exploration 1

IXL and ABCYA alphabet games

Goldilocks Subtractions Adapted from Fun with Mama

Fairytale Chain Facilitator Created

Fairy Tale Count and Write Facilitator Adapted from Canva

Scissors Skills

Goldilocks Dice by Fun with Mama

Jack and the Beanstalk and Goldilocks Math Facilitator Created

Address Math

Lower School Math Choice Board Facilitator Created

Literacy Standards:

CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds.

CCSS.ELA-LITERACY.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.

CCSS.ELA-LITERACY.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

CCSS.ELA-LITERACY.RF.K.1.A Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-LITERACY.RF.K.1.C Understand that words are separated by spaces in print.

CCSS.ELA-LITERACY.L.K.1.A: Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.A: Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.W.K. 1 - 3: Use a combination of drawing, dictating, and writing to (opinion, informative/explanatory, narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened).

CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.

CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures

and experiences of characters in familiar stories.

CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-LITERACY.L.K.1.D Understand and use question words. (e.g., *who, what, where, when, why, how*).

CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science Standards

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS1-1 From Molecules to Organisms: Structures and Processes: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Social Studies Standards:

HSS K.1 Students understand that being a good citizen involves acting in certain ways.

HSS K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

HSS K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

HSS K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

HSS K.6 Students understand that history relates to events, people, and places of other times.

Math Standards:

CCSS.MATH.CONTENT.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Exploration 2 Course Outline

	Math	ELA	Science	Social Studies
Adventure 2: Animally Exploration 2	<ul style="list-style-type: none">• Dice Patterns• Counting• Addition with 1 - 10• Patterns• Number Writing and Tracing 0 - 20• Non-standard	<ul style="list-style-type: none">• Fairy Tales• Emergent Reader• Character Traits• Beginner Sentence Writing• Story Writing	<ul style="list-style-type: none">• Sorting and Observations• Stone Soup/Cooking	<ul style="list-style-type: none">• Building Character (Bravery/Courage)• Folktales and Stories of History• Comparing and Contrasting Text

	measurement <ul style="list-style-type: none"> • Quantity to Numeral Match • Time Telling • ten frames • Intro to Graphing • Collections and Math 	<ul style="list-style-type: none"> • Letter Writing • Name Writing • Blends and Decoding • Letter Identification and Sounds • Story Comprehension • Word Work 		to World Connections
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Resources:

Once Upon a Time Book Stop and Journal Choice Board: Exploration 2

 [Design-a-Shoe.pdf](#)

 [shoe soles.pdf](#)

Daily 5 Literacy and Daily 3 Math Choice Board

Word Work Tic Tac Toe

Find a Letter Nursery Rhyme by Education

Sea Word Work Slides (Facilitator Created)

Project Inspirations Ex. 3

Math Collection (Facilitator Created)

 [Rock and Tell the Time on the Clock | Analog & Digital Clock Song for Kids | Jack Hartmann](#)

 [Colored Shoes Dice Graphing \(Source: Life Over CS\).pdf](#)

 [Nim by Usborne Books](#)

Literacy Standards:

CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds.

CCSS.ELA-LITERACY.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.

CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

CCSS.ELA-LITERACY.RF.K.1.A Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-LITERACY.RF.K.1.C Understand that words are separated by spaces in print.

CCSS.ELA-LITERACY.L.K.1.A: Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.A: Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.W.K. 1 - 3: Use a combination of drawing, dictating, and writing to (opinion, informative/explanatory, narrate a single event or several loosely linked events, tell about the

events in the order in which they occurred, and provide a reaction to what happened).

CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.

CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-LITERACY.L.K.1.D Understand and use question words. (e.g., *who*, *what*, *where*, *when*, *why*, *how*).

CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science Standards

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies Standards:

HSS K.1 Students understand that being a good citizen involves acting in certain ways.

HSS K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

HSS K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

HSS K.5 Students put events in temporal order using a calendar, placing days, weeks, and

months in proper order.

HSS K.6 Students understand that history relates to events, people, and places of other times.

Math Standards:

CCSS.MATH.CONTENT.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.A.5 Fluently add and subtract within 5.

Adventure 4: SPLAT!

In this class, Kindergarteners will engage in artist studies, exploring various art mediums, and apply their gained knowledge to share their own artistic interests and talents.

Social Studies Standards:

K.6 Students understand that history relates to events, people, and places of other times.

Adventure 5: Not a Box!

In this class, Kindergarteners will engage in the engineering process by making a box creation with a movable part. Each learner will engage in the design, construction and problem solving process as they dive into this maker adventure.

Exploration 1 Course Outline

	Math	ELA	Science	Social Studies
Adventure 5: Not a Box Exploration 1	<ul style="list-style-type: none"> • Blueprint Making • Word problems • Measurement • 2D/3D shapes • Problem solving • Number Writing Practice • Addition and Subtraction • Number Recognition and Writing • Math Talks • Tools for Measuring • Shut the Box Math Games 	<ul style="list-style-type: none"> • Journal Work • Rhyming • Sentence Builders • Sight Words • CVC words • -ox word family • Alphabet Knowledge 	<ul style="list-style-type: none"> • Engineering/STEAM 	<ul style="list-style-type: none"> • City and Community Structures and Jobs (e.g. architects)

Standards:

RLK 1-10 ELA CCSS Standards

RFK 1 - 3 CCSS ELA Standards

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

LK1 - 2 CCSS ELA Standards

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group,

K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. See related worksheets, workbooks, games, lesson plans.

K.OA.A.5 Fluently add and subtract within 5.

K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

K.G.A.1 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.

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). Analyze, compare, create, and compose shapes.

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.B.6 Compose simple shapes to form larger shapes.

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [

K.1 (Social Studies) Students understand that being a good citizen involves acting in certain ways.

K.3 (Social Studies) Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Resources:

Not a Box Project Inspirations

Not a Box Ex. 1 Book Stop

▶ Mood Walk - Learn Emotions | Activities For Kids | Dance Along | GoNoodle

▶ "Architect," Songs about Professions by StoryBots | Netflix Jr

Facilitator Created Journal Prompts and Videos

▶ How to Make a Paper Airplane

Facilitator Created Assignments / Choice Boards

[Shut the Box Math Games](#)

Math K-2 Projects by Teaching Resources

[SFUSD Math Core Curriculum](#)

I Can Read Sentence Starters

▶ 3D Playdough and Toothpick Shapes

<https://pbskids.org/peg/games/baby-fox-machine/>

I Teach Too Literacy Activities

I can write with different tools (Facilitator Created)

WODB by Keep Them Thinking

Box Up a Rhyme (Google slides/Facilitator Created)

Playdough to Playdough Word Squares

Tinker Lab Box Projects

Exploration 2 Course Outline

	Math	ELA	Science	Social Studies
Adventure 5: Not a Box Exploration 2	<ul style="list-style-type: none"> Ten frames Tally marks Money Math Counting Estimation Measuring Tools Numeracy with manipulatives Shapes Position Words 	<ul style="list-style-type: none"> Sight Word Fluency Short Vowels Nonsense Word Decoding Journal Writing with Illustrations and Dictations Name Work 	<ul style="list-style-type: none"> Engineering Cause and Effect and Chemical Reactions with Recipes 	<ul style="list-style-type: none"> Community Helpers and Jobs Feelings

Standards:

RLK 1-10 ELA CCSS Standards

RFK 1 - 3 CCSS ELA Standards

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

LK1 - 2 CCSS ELA Standards

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.

K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number

K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

K.G.A.1 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.

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Analyze, compare, create, and compose shapes.

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.B.6 Compose simple shapes to form larger shapes.

K.1 (Social Studies) Students understand that being a good citizen involves acting in certain ways.

K.3 (Social Studies) Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.


K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Resources:

 I Have a Box

 I Want To Be A Construction Worker - Kids Dream Job - Can You Imagine Th...

Invention Poster by First Grade Round Up


Not a Box Ex. 2 Book Stop and Journal Choice Board (Facilitator Created)


Daily 5 Literacy and Daily 3 Math Choice Board (Facilitator Created)

Name Cubes Facilitator Created with Canva

(Facilitator Created) Math Writing Scavenger Hunt

Estimation Jar

 caterpillar rulers.cdr.pdf by Kindergarten Works

 Mindful Monday: Glitter Jars

Number Boxes Facilitator Created

Project Inspirations Facilitator Created

Exploration 3 Course Outline

	Math	ELA	Science	Social Studies
Adventure 5: Not a Box Exploration 3	<ul style="list-style-type: none">• Estimation• Counting• Even/Odd• Place Value• Tally Marks• Numeracy	<ul style="list-style-type: none">• Journal Writing and Story Dictating/Illustrating• Long and Short Vowels• (Short O/Long O)	<ul style="list-style-type: none">• Robots• Movable Parts• STEAM with Boxes	<ul style="list-style-type: none">- Good Citizenship and Neighbors- Mail and Post Office- Community

	<ul style="list-style-type: none"> • Number Writing • Address Work • Ten frames • Counting and Graphing • Size and Measurement sorting • Unifix Cube Math • 3D Shapes • Patterns • Kindergarten Addition and Subtraction Math 	<ul style="list-style-type: none"> • Sight Words • CVC words • Rime and Onsets • Fine Motor and Scissors Skills • Alphabet Work 	<ul style="list-style-type: none"> • and Sticks • Using our Senses 	<ul style="list-style-type: none"> • Helpers - Maps
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Resources:

Facilitator Created Estimation Activity

Number of the Day (Facilitator Created)

Maker Team Kindergarten Math Choice Board

📺 Brain Breaks - Dance Song - Dancing Robots - Children's Songs by The Learning Station

Book Stop Choice Board Ex. 3 Not a Boz

Facilitator Created Journal Choice Board

Daily 5 Literacy Choice Board (facilitator created)

Daily 3 Math Choice Board (facilitator created)

Pop-A-Word Facilitator Created Activity

Read, Build, Write It Word Work Prompt (Facilitator Created)

Printable Songs and Poems by Ms Vanessa

📺 The Vowel Song: Long and Short Vowel Sounds | English Songs | Scratch Garden

[Roll a Rime](#)

I Teach Too Free Resources

Facilitator Created CVC Google Slides and Word Work Activities (Short o, -ox words, and Sight Word Scavenger Hunt)

Life over CS sight word worksheets

Facilitator Created WODB Letters

Ex. 3 Project Inspirations

Facilitator Created Senses Jamboard

Facilitator Created Math Writing Prompts (Addresses, Mail and Maps)

Heart Sort by a Little Pinch of Perfect

Pen Paper and Phonics Size Sort with Nature

Standards:

RLK 1-10 ELA CCSS Standards

RFK 1 - 3 CCSS ELA Standards

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Exploration 4 Course Outline

	Math	ELA	Science	Social Studies
Adventure 5: Not a Box Exploration 4	<ul style="list-style-type: none">• Word Problems• Patterns• Unifix cube math• Race to the Top Dice Math• Number of the Day• Estimation	<ul style="list-style-type: none">• Text to self connections• Comprehension• Character knowledge• Journaling with dictations and illustrations and beginning sentence writing• Alphabet Work• Sight Words• Poems	<ul style="list-style-type: none">• Tool Use• Cause and Effect and Prediction Experiment• Curiosity Choice Board	<ul style="list-style-type: none">- What to Do with an Idea Story Connections

Resources:

Imagination by Small Potatoes

Book Stop Choice Board Ex. 4

Facilitator Created Journal Prompts

Whimsy Workshop Alphabet Work

I Teach Too Sight Word Resources

Life Over CS sight word worksheets

Izzy Gizmo by Peach Tree

Innovating Play Word Work Choice Board

Move Mountains in Kindergarten Math Choice Board

Ex. 4 Project Inspirations

Maker Team Curiosity Choice Board

Facilitator Created Math Prompts

Standards:

RLK 1-10 ELA CCSS Standards

RFK 1 - 3 CCSS ELA Standards

RFK 2/3 a - e CCSS ELA Standards

SS K.1 Students understand that being a good citizen involves acting in certain ways.

K-2-ETS1 Engineering Design

Math K.CC.A 1 - 3, K.CC. B 4-6, K.CC. C 6 -7, K.).A 1 - 5

COURSE DESCRIPTION: Adventure 6

Adventure 6: Wheels, Roads, and Place to Go ...

In this class, Kindergarteners will engage in planning a travel adventure from their home to a location of their choice. Learners will establish an understanding of home, destinations (local and international), transportation, and other important tools to thrive on their travels.

Exploration 1 Course Outline

	Math	ELA	Science	Social Studies
Adventure 6: Wheels Roads and Places to Go	<ul style="list-style-type: none">• Patterns• Number Trains• 3D Shapes• Number	<ul style="list-style-type: none">• Emergent Readers• Blending and Decoding	<ul style="list-style-type: none">• Wheels, Push and Pull, Movable	<ul style="list-style-type: none">• Maps• Traveling and Places• California

Exploration 1	Tracing/Writing <ul style="list-style-type: none"> Counting to 50 Missing Numbers Tangrams Word Problems/Math Facts Non-standard Measurement Equal Shares 	Words <ul style="list-style-type: none"> Story Comprehension and Connections Sight Words CVC Words Alphabet Work Write the Room 	Parts <ul style="list-style-type: none"> Sink/Float 	Facts and Knowledge <ul style="list-style-type: none"> State Symbols Landmarks My Place and Home Transportation Seasons
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Resources:

[StoryBots](#) | [Vehicles Songs](#) | [Learn About Trucks, Trains, Boats and Planes](#) | [Classic Songs for Kids](#)

[Let's Get Rolling!](#) | [Physics for Kids](#)

Book Stop Choice Board: Wheels Roads and Places to Go

Epic Reading

Facilitator Created Journal Choice Board

The Reading Nook Transportation Emergent Reader

Train Blending Google Slides Activity Built by: J. McNiff-Hendzlik Train Blend Source: Teacher Karma

Little Blue Truck Word Work

Move Mountains in Kindergarten Math Choice Board

File Folder Fun (Tangrams Template)

Ramps and 3D Shapes Science/Math Prompt (Facilitator Created)

[CVC Words](#) | [Learn to Read](#) | [@officialalphablocks](#)

Dolch Sight Words

[How to Make a Paper Airplane](#)

Cub Collective Transportation Clip Art

Facilitator Created Write the Room

Playdough to Plato Word Squares

Facilitator Created Daily 5 Literacy Choice Board

Facilitator Created Project Stop Video

Project Inspirations: Wheels, Roads, and Places to Go! Facilitator Created Pattern Prompt

Daily 3 Math Choice Board and prompts (Facilitator Created)

[Sink or Float?](#)

Equal Shares Prompt

IXL

Standards:

Math Standards

K.CC. A/B 1-7 Counting and Cardinality

K.G. A/B 1 -6 Geometry

K.MDA/B 1 - 3 Measurement and Data

ELA Standards:

RL.K. 1 - 10 Reading and Literature , RF.K 1B Foundational Skills, RF.K 2 B - E Decoding , RF. K 3.C Sight Words

Science Standards:

K-PS2 Motion and Stability: Forces and Interactions

Social Studies Standards:

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.


Exploration 2 Course Outline


	Math	ELA	Science	Social Studies
Adventure 6: Wheels Roads and Places to Go Exploration 2	<ul style="list-style-type: none">• Patterns• Addition• Doubles• 3D Shapes• WODB• Missing Numbers• Greater Than Less Than	<ul style="list-style-type: none">• Journals• Reading/Listening• Sight Words• Nonsense Words• Consonants and Vowels• Bossy E• CVC(e) Words	<ul style="list-style-type: none">• Moon Sand and Cloud Dough• Outer Space	<ul style="list-style-type: none">• Maps and Globes• Directions• California/State Knowledge• Transportation

Resources:


Book Stop Choice Board Ex. 3 WRP6

Facilitator Created Journal Choice Board

 Know Your Globe

 The Mighty Silent E- Read Aloud

Dorky Doodles Location Words

 Maps Skills: a Compass Rose

Scratch Garden: Compass Video

Facilitator Created California Choice Board

Facilitator Created Daily 5 Literacy Choice Board

Dolch Sight Words

▶ The Short Vowel Song | Best Phonics

▶ Consonants and Vowels

I Teach Too CVC(e) Google Slides Activity

Words Don't Play By the Rules Google Slides Activity (Facilitator Created)

Facilitator Created Daily 3 Math Choice Board

Adding it Up Maker Team Choice Board

Kindergarten Works (Shapes that we know)

3D Shapes Reader (Facilitator Created)

3D Shapes Adventure (Facilitator Created)

▶ How to Make Cardboard Cars, Airplanes & Boats | DIY Craft Ideas for Kids

Facilitator Create WODB

Daily 3 Math Choice Board and Moon Science

Facilitator Created Missing Numbers Prompt

Daily 3 Greater Less Than Prompts

MrsKellyMakes - Scavenger Hunt

NASA Science Space Place

IXL/ABCYA

EPIC READING

Standards:

ELA Standards:

RL.K. 1 - 10 Reading and Literature, RF.K 1B Foundational Skills, RF.K 2 B - E Decoding , RF. K 3.C Sight Words

Social Studies Standards:

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Science Standards

K-2-ETS1 Engineering Design

K-PS3 Energy

K-ESS2 Earth's Systems

Math Standards

K.CC. A/B 1-7 Counting and Cardinality

K.G. A/B 1 -6 Geometry

K.OA.A 1 - 5 Algebraic Thinking

K.NBT.A.1 Numbers and Operations

Exploration 3 Course Outline

	Math	ELA	Science	Social Studies
Adventure 6: Wheels Roads and Places to Go Exploration 3	<ul style="list-style-type: none">• Patterns• WODB• Math Talks• Money Math• Measurement and Data Collection• Dice Addition Practice• Tally Marks• Dominoes	<ul style="list-style-type: none">• Listening and Comprehension• Character Traits• Settings and Places in Stories• Who, What, When, Where, Why in Writing and Stories• Description Words/ Adjectives• Rhyming• Sight Words• Blends• Onsets• Word Families• Project Related Word Work	<ul style="list-style-type: none">• Dr. Suess STEAM Challenges	<ul style="list-style-type: none">• California and States• Passport and Travel

Resources:

• The Scrambled States of America Talent Show - "abbreviations"

• Wheels, Roads, and Places to Go_ Exploration 3 - Book Stop.pdf

Gratitude Project Board from ILead Maker Team

Facilitator Created Journal Choice Board

EPIC Reading

• "Who, What, When, Where, Why" by The Bazillions

Doughnut Description Activity Adapted from Love Speech Therapy

<https://pbskids.org/catinthehat/games/>

Facilitator Created Rhyming Prompt

Doodle Words by Rody Girl Resources

Dolch Sight Words

Facilitator Created Google Slide Word Work

I Teach Too Patterns Activity

Facilitator Created Google Slides Math Activities

Facilitator Created WODB Math Prompts

[Dr Seuss STEAM and Math Activities](#)

[Make and Take Passport](#)

Facilitator Created Passport/Travel Prompt

K - 2 Math Projects Resources

FREE Crazy Cat Additional by Beavertales

📺 Story Elements: Setting

Standards:

ELA Standards:

RL.K. 1 - 10 Reading and Literature, RF.K 1B Foundational Skills, RF.K 2 B - E Decoding , RF. K 3.C Sight Words

Social Studies Standards:

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Science Standards

K-2-ETS1 Engineering Design

Math Standards

K.CC. A/B 1-7 Counting and Cardinality

K.OA.A 1 - 5 Algebraic Thinking

K.NBT.A.1 Numbers and Operations

K.MD.A/B 1-3 Measurement and Data

Exploration 4 and Big Adventure Project Course Outline

	Math	ELA	Science	Social Studies
Adventure 6: Wheels Roads and Places to Go Exploration 4	<ul style="list-style-type: none">• Number Recognition and Numeracy• Math Scavenger Hunt• Shape Work• Math Collections• Foundational Time Telling and Number Work	<ul style="list-style-type: none">• Listening and Comprehension• Foundational Alphabet Skills• Persuasive Letter• Story Connections: Favorite Part• Word Work• Lowercase vs. Uppercase	<ul style="list-style-type: none">• Space and Solar System• STEAM Challenge• Mentos Experiments (or substitute cause and effect/chemical reaction experiments)	<ul style="list-style-type: none">- Landmarks and Places- Time and Calendar Work- Transportation- Maps

	<ul style="list-style-type: none"> • Ordinal Numbers 	<ul style="list-style-type: none"> • Write the Room • Emergent Readers • Sight Words • Sentence Building • Syllables • Fluency • Letter Recognition • Story Vocabulary 		
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Resources:

📺 SOLAR SYSTEM - The Dr. Binocs Show | Best Learning Videos For Kids | Peekaboo Kidz

📄 Wheels, Roads, and Places to Go_ Exploration 4 - Book Stop.pdf

EPIC Reading

My Backpack Emergent Reader by Kindergarten Kindergarten

Facilitator Created Journal Choice Board

Word Work Lollipops Adapted from Excited for Elementary

Mo Willems Activities from Ms Hopes Class Blogspot

📺 LUNCH DOODLES with Mo Willems! Episode 01

Space Themed Cover Letter Activity adapted from stop-dash-mom

Literacy with Littles Space Write the Room

Playing with Words by Innovating Play

Reading is Fundamental (RIF.org)

📄 Wheels .pdf

Pocket of Preschool Number Mats

Facilitator Created Math Prompts

Facilitator Created STEAM Challenges

K-2 Math Projects Resources

Facilitator Created Math Collection Activity

ABCYA

Ordinal Numbers Slap It Game

Facilitator Created Math and Social Studies Writing

📺 Make Your Own Sundial!

<https://tinkerlab.com/diet-coke-mentos-experiment/>

📺 PLAY | Stop Motion Video for KIDS

Facilitator Created Video on Landmarks

<https://ny.pbslearningmedia.org/student/code/dog0221/?student=true>

Facilitator Created Big Adventure Project

Standards:

ELA Standards:

RL.K. 1 - 10 Reading and Literature, RF.K 1B Foundational Skills, RF.K 2 B - E Decoding , RF. K 3.C Sight Words

Social Studies Standards:

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Science Standards

K-2-ETS1 Engineering Design

K-PS3 Energy

K-PS2 Motion and Stability: Forces and Interactions

Math Standards

K.CC. A/B 1-7 Counting and Cardinality

K.OA.A 1 - 5 Algebraic Thinking

K.NBT.A.1 Numbers and Operations

K.MD.A/B 1-3 Measurement and Data

Adventure 7: I Spy

In this class, Kindergarteners will sharpen their observational skills as “I Spy” detectives, building a foundation for their own creative process. Applying their own discoveries and interests each learner will create their very one “I Spy” creation.

Exploration 1 Course Outline

	Math	ELA	Science	Social Studies
Adventure 7: I SPY Exploration 1	<ul style="list-style-type: none">- Addition and Subtraction with in 10- Number Recognition- Counting up to 20	<ul style="list-style-type: none">- Sight Words- Author Studies- Alphabet Work- Blends	<ul style="list-style-type: none">- Weather: Clouds- Cookie Excavation	<ul style="list-style-type: none">• Positional Words

	<ul style="list-style-type: none"> - Graphing - Dice Roll Games - WODB - Number Math with Cards - Patterns 	<ul style="list-style-type: none"> - Journaling with sentences and illustrations - Emergent Reader - Write the Room - Weather Word Work 		
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Resources:

Ex. 1 Book Stop Choice Board

I Teach Too WODB

▶ "I Spy..." Math Game

Cookie Excavation By Primary Possibilities

Facilitator Created Journal Choice Board

Mouse Cookie Game

Curriculum corner (Write the Room and Weather Word Work)

Never Get Bored Usborne Books: Read the Clouds

Learning with a Happy Heart Emergent Reader (Weather/Positional Words)

▶ Types Of Clouds - The Dr. Binocs Show | Best Learning Videos For Kids | Peekaboo Kidz

[Little Cloud by Eric Carle](#)

▶ Do I Need Glasses?

I Teach Too Sight Words Google Slide Activity

Facilitator Created Daily 5 Choice Board and Activities

▶ 1st Grade Bar Graphs Days 21 25

▶ Blend Them Up (Blends & Digraphs Reinforcement Song)

Mouse Cookie Word Search

Facilitator Create Math Choice Board and Activities

RIF Reading

Standards:

ELA RL.K. 1 - 10 Reading and Literature , RF.K 1B Foundational Skills, RF.K 2 B - E Decoding , RF. K 3.C Sight Words

Math Standards

K.CC. A/B 1-7 Counting and Cardinality

K.OA.A 1 - 5 Algebraic Thinking

K.NBT.A.1 Numbers and Operations

Science

K-ESS2-1 Earth's Systems: Use and share observations of local weather conditions to describe patterns over time.

K-ESS3-1 Earth and Human Activity: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live

Social Studies

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Exploration 2 Course Outline

	Math	ELA	Science	Social Studies
Adventure 7: I SPY Exploration 2	<ul style="list-style-type: none">- Skip Counting- Number Order and Sequencing- I Spy Math Adventure Collection Math-	<ul style="list-style-type: none">- Journal Writing- Comprehension- Story Listening- Rhymes- Sight Words- Blends- Sentence- Initial letter sounds- Building and Word Families (it, at)- Read It, Build It, Write It- Silent E- Long A- Story Stones- Author and Illustrator Study	<ul style="list-style-type: none">- Animal Life, Needs, and Living Things- Habitats	<ul style="list-style-type: none">- I Spy Adventures

Resources:

National Geographic Kids

I Spy Book Stop Choice Board

EPIC Reading

 magnifying-glass.pdf

Math Collection Prompts (Facilitator Created)

mousecookiebooks.com

 Make your own I Spy Style Picture Search

[I Spy Boards](#)

I SPy Math Adventure (Facilitator Created)

Facilitator Created Journal Choice Board

[B Glide Brain Break](#)

Playing with Words by Innovating Play

Daily 5 Literacy Choice Board (Facilitator Created)

TLC Shop (Word Cupcakes)

Skip Counting Prompt by Facilitator

Daily 3 Math Eric Carle Choice Board

Standards:

ELA

RL.K. 1 - 10 Reading and Literature , RF.K 1B Foundational Skills, RF.K 2 B - E Decoding ,
RF. K 3.C Sight Words

Math Standards

K.CC. A/B 1-7 Counting and Cardinality

K.OA.A 1 - 5 Algebraic Thinking

K.NBT.A.1 Numbers and Operations

Social Studies

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Science

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*

Exploration 3 Course Outline

	Math	ELA	Science	Social Studies
Adventure 7: I SPY Exploration 3	<ul style="list-style-type: none"> - Skip Counting - Count to 100 - Missing Numbers - Roll and Record - Base 10 - WODB - Number Line Math - Subtraction and Addition 	<ul style="list-style-type: none"> - listening/comprehension - Poems - Emergent reader - Author study - Sentence patterns - Stretch a Sentence - Story sequencing - Vowels - Word sorting - Initial Letter Sounds and Letters 	<ul style="list-style-type: none"> - Polar Bear Science - Animal Facts and Habitats - STEAM Challenge 	<ul style="list-style-type: none"> - I Spy Adventures - Big Adventure Project

Resources:

▶ Pancake Robot - Parry Gripp

▶ Guess the Animal Sound Game | 30 Animal Sounds Quiz | Wildlife Trivia

Exploration 3 Book Stop Choice Board

Facilitator Created Journal Choice Board

<https://sdzwildlifeexplorers.org/activities/lizard-lair>

P for Pancake Project Stop

PDF Polar-Bear-Story-Board-Lesson-Plan-Joie-Scott-Jan2017.pdf

Addition Bump facilitator created on Canva

I Spy Project with cut outs and photos (Facilitator Prompt)

Highlight a Word by confessions of a primary teacher

Words Their Way Word Work

PBS Learning ou/ow

PDF 1 - Hop Along the Number Line! Kindergarten Addition and Subtraction Task Cards.pdf

Daily 3 Math Pig Pancake Choice Board

Polar Animals Dice Game

Facilitator Created Arctic Emergent Reader

[Arctic Science](#)

Bitmoji ABC Room (Ilead)

Standards:

ELA

RL.K. 1 - 10 Reading and Literature , RF.K 1B Foundational Skills, RF.K 2 B - E Decoding , RF. K 3.C Sight Words WK 1 -3 Writing

Math Standards

K.CC. A/B 1-7 Counting and Cardinality

K.OA.A 1 - 5 Algebraic Thinking

K.NBT.A.1 Numbers and Operations

Social Studies

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Science

K-2-ETS1 Engineering Design

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*

Exploration 4 Course Outline

	Math	ELA	Science	Social Studies
Adventure 7: I SPY Exploration 4	<ul style="list-style-type: none">- Addition and Subtraction Math- Number of the Day- Number Recognition- WODB- Base 10- Ten Frame Math- Say It Make It Write It Math	<ul style="list-style-type: none">- Sentence Patterns- Nursery Rhymes- Magic E/Silent E Rhymes- Alphabet Work- ABC Order- "I Spy" Author Style	<ul style="list-style-type: none">- Animal Tracks	<ul style="list-style-type: none">- Nursery Rhymes from Around the World- I Spy Game Around the Community with Family and Friends

Resources:

Exploration 4 Book Stop Choice Board

Facilitator Created Journal Choice Board

Mouse Cookie Resources by Teaching with Children's Books

 [i-spy-travel-game.pdf](#)

Epic Reading

Ten Frame Fun

Say It Make It Mats by You Clever Monkey

Facilitator Created Literacy Prompts

[I Spy Bottle](#)

 The Magic E Song

 Animal Track Detective! | Science for Kids

Facilitator Created Math Prompts and Choice Board

Daily 3 Moose Muffin Math Choice Board

Life Over CS Free Base 10 Activity

Standards:

ELA

RL.K. 1 - 10 Reading and Literature , RF.K 1B Foundational Skills, RF.K 2 B - E Decoding , RF. WK 1 -3 Writing

Math Standards

K.CC. A/B 1-7 Counting and Cardinality

K.OA.A 1 - 5 Algebraic Thinking

K.NBT.A.1 Numbers and Operations

Social Studies

K.6 Students understand that history relates to events, people, and places of other times.

Science

K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Adventure 8: Rainbow 'Round Me

In this class, learners will explore the science of colors and rainbows. Each Kindergartener will create a rainbow in their own unique way to share what knowledge was gained from the explorations and to help other adventurers expand their knowledge.

Exploration 1 Course Outline

	Math	ELA	Science	Social Studies
Adventure 8: Exploration 1	<ul style="list-style-type: none">- Addition- Measurement- Roll and Cover- Patterns- Place Value- Tally Marks- Ten Frames- More Than/Less Than- Number of the Day	<ul style="list-style-type: none">- Phonemes- Sizzle Sentences- Rainbow Write- Poetry- Alphabet Word Work- Color Sight Words	<ul style="list-style-type: none">- Color Mixing- Rainbows- Plant Life and Seeds- Plant Needs- Cooking	<ul style="list-style-type: none">- Family and Traditions

Resources:

EPIC Reading

Rainbow Stew Book and Recipe

Facilitator Created Number of the Day

Daily 3 Math Choice Board

Addition Garden Bump (Facilitator Created with Canva)

Comparing Numbers Facilitator Adapted Google Slides Activity

Facilitator Created Plant Needs Google Slides Activity

Daily 3 Math Prompts (Facilitator Created)

Rainbow Word Search by Me and My Inklings

Rainbow Poetry by Scholastic

Facilitator Created Measurement Activity

Facilitator Created

Sizzle Sentences Created By Facilitator

KWL Chart

▶ How Does A Seed Become A Plant? | Backyard Science | SciShow Kids

▶ How to Make a Rainbow

▶ How Is A Rainbow Formed | The Dr. Binocs Show | Learn Videos For Kids

Facilitator Created Letter R and Red Word Work

Hobbs Farm Nature Colors

▶ Rainbow 'round Me

[Sing and Sign](#)

Rainbow 'Round Be Book Stop Choice Board

Facilitator Created Journal Choice Board

Standards:

ELA

RL.K. 1 - 10 Reading and Literature ,

RF.K 1B Foundational Skills, RF.K 2 B - E Decoding ,

RF. WK 1 -3 Writing

CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences in shared language activities.

Math Standards

K.CC. A/B 1-7 Counting and Cardinality

K.OA.A 1 - 5 Algebraic Thinking

K.NBT.A.1 Numbers and Operations

Social Studies

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.6 Students understand that history relates to events, people, and places of other times.

Science

K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Exploration 2 Course Outline

	Math	ELA	Science	Social Studies
Adventure 8: Exploration 2	<ul style="list-style-type: none"> - Measuring - Decompose and Compose Math Facts - Addition - Subtraction - More Than/Less Than - Graphing and Data - Money Math - Number Recognition - Shapes - Patterns - Counting - Number of the Day 	<ul style="list-style-type: none"> - Reading/Listening Comprehension - Color Sight Words - Journaling - Letter Y word work - Story Sequence 	<ul style="list-style-type: none"> - Rainbows - Color Mixing - Plant Life - Weather - Magic Milk Science Experiment - Soda Science - Magna-tile Engineering 	<ul style="list-style-type: none"> - Careers and Jobs: Scientist

Resources:

 [Rainbow of Confidence | Brain Breaks for Kids | Cosmic Kids](#)

 [Rainbow 'Round Me_ Exploration 2 - Book Stop.pdf](#)

EPIC READING

IXL

Number of the Day (Facilitator Created)

Rainbow Roll and Cover (Canva, Facilitator Created)

 [adamaze.pdf](#)

 [rainbowgeyers.pdf](#)

Scratch Garden Data Video

Facilitator Created Graphing Bear Activity

[Magic Milk Science](#)

Facilitator Created Shake and Spill


 [Make Your Own Watercolors! #sciencegoals](#)

Facilitator Created Plant Journal

Facilitator Created Google Slides Color Word Builder and Spinner Activity (Canva)

Rainbow Jamboard - Facilitator Created

Facilitator Created Journal Prompts

 [What a Plant Needs to Stay Alive | Springtime Song | Science Song for Kids | Jac...](#)

 [ada twist characters.pdf](#)

 [They Might Be Giants - Roy G Biv \(official TMBG video\)](#)

ABCYA

Facilitator Created Math Prompts

Facilitator Created Word Work/Daily 5 Literacy Prompts

Starfall

I Teach Too Google Slides Math

  [How Are Rainbows Made? | COLOSSAL QUESTIONS](#)

Standards:

ELA

RL.K. 1 - 10 Reading and Literature , RF.K 1B Foundational Skills, RF.K 2 B - E Decoding ,
RF. K 3.C Sight Words WK 1 -3 Writing

Math Standards

K.CC. A/B 1-7 Counting and Cardinality

K.OA.A 1 - 5 Algebraic Thinking

K.NBT.A.1 Numbers and Operations

Social Studies

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Science

K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Exploration 3 Course Outline

	Math	ELA	Science	Social Studies
Adventure 8: Exploration 3	<ul style="list-style-type: none"> - Graphing and Data - More/Less Than - Symmetry - Money Math - Compose and Decompose 	<ul style="list-style-type: none"> - Sizzle Sentences - Journals - Word Work 	<ul style="list-style-type: none"> - Weather - Nature Journaling - Plant Life - Kaleidoscope 	<ul style="list-style-type: none"> - Rainbow Weaver Story and Projects

Resources:

▶ [Exercise and Learn the Colors of the Rainbow | Color Song for Kids | Jack ...](#)

▶ [Peep and the Big Wide World: Stormy Weather](#)

Ex. 3 Rainbow 'Round Me Book Stop Choice Board

EPIC Reading

Facilitator Created Journal Choice Board

Little Lambs Nature Homestead Nature Journals

Facilitator Created Plant Journal

National Geographic

Facilitator Created Word Work

Number Rock Math Videos

▶ [Why Is the Sky Blue? | Physics for Kids](#)

▶ [Kids Meet a Meteorologist! | Kids Meet | HiHo Kids](#)

Daily 3 Rainbow Weaver Math Choice Board (Facilitator Created)

Rainbow Weaver Dolls by Elisa Chavarri

Simple Studies Flower Symmetry

Lauren Leedy Mirror Words

Graphing Bears

Facilitator Created Daily 3 Math Prompts and Google Slides

Kaleidoscope Project

Abcya

Starfall Math

Standards:

ELA

RL.K. 1 - 10 Reading and Literature , RF.K 1B Foundational Skills, RF.K 2 B - E Decoding ,
RF. K 3.C Sight Words WK 1 -3 Writing

Math Standards

K.CC. A/B 1-7 Counting and Cardinality

K.OA.A 1 - 5 Algebraic Thinking

K.NBT.A.1 Numbers and Operations

CCSS.Math.Content.K.MD.A.1

CCSS.Math.Content.K.MD.A.2

CCSS.Math.Content.K.MD.B.3

K.4 Numbers and Operations (Money)

Social Studies

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Science

K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Exploration 4 Course Outline


	Math	ELA	Science	Social Studies
Adventure 8: Exploration 4	<ul style="list-style-type: none"> - Time - Measuring (non standard and standard) - Money Math - Patterns 	<ul style="list-style-type: none"> - Listening and Reading Comprehension - Illustrating, Dictating, and Writing Ideas - Characters and story sequence - Sentence Work - Sight Words - Color Words - Word Building - Emergent Readers 	<ul style="list-style-type: none"> - Color Mixing and Rainbows - Plant Life and Living Things - Cause and Effect Experiments - Chameleons and Animals with Camouflage - Weather 	<ul style="list-style-type: none"> - Building Positive Affirmations - Community Helpers: Chef - Family Traditions and Recipes - Calendar


Resources:

Epic Reading

IXL

 [Rainbow 'Round Me Daily 3 Math Choice Board Exploration 4.pdf](#)

 [How Do We Know When It Will Rain? | Weather Science | SciShow Kids](#)

 [Look Inside a Flower! | Science Project for Kids](#)

Innovating Play Sight Word Choice Board

Pete the Cat Choice Board (Facilitator Created)

Rainbow Bears Experiment

Rainbow Experiments

 [How Do Chameleons Change Color? | COLOSSAL QUESTIONS](#)

 [I Want To Be a Chef - Kids Dream Jobs - Can You Imagine That?](#)

 [Cooking in the Kitchen - Kids Song - Pretend Play Cooking with Fun Food fo...](#)

Facilitator Create KWL Jamboard

Facilitator Created Journal Choice Board

Facilitator Created Plant Journal Template

Daily 5 Literacy Choice Board (Facilitator Created)

Letter B Word Work (Facilitator Created)

Exploration 4 Book Stop Choice Board

▶ **Koo Koo - Awesome Rainbows (Dance-A-Long)**

▶ **What Causes Thunder and Lightning? | Weather Science | SciShow Kids**

▶ **Following the Sun: Crash Course Kids #8.2**

Standards:

ELA

RL.K. 1 - 10 Reading and Literature , RF.K 1B Foundational Skills, RF.K 2 B - E Decoding ,
RF. K 3.C Sight Words WK 1 -3 Writing

Math Standards

K.CC. A/B 1-7 Counting and Cardinality

K.OA.A 1 - 5 Algebraic Thinking

K.NBT.A.1 Numbers and Operations

CCSS.Math.Content.K.MD.A.1

CCSS.Math.Content.K.MD.A.2

CCSS.Math.Content.K.MD.B.3

K.4 Numbers and Operations (Money)

Social Studies

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Science

K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course LMS.

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Each BLOCK in a course is worth about 1 week of work during the regular semester. You can find our suggested pacing guide at ileadonline.org under 'CALENDARS'. It is highly recommended that learners follow the pacing schedule posted. Please be sure to check in with your teacher of record (coach/EF/Guide/ES) for guidance with scheduling.

This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

Learners are expected to communicate with their instructor and each other in a respectful manner. Please follow the guidelines below:

1. **Make sure identification is clear in all communications.** If you are emailing or messaging your instructor or each other, please be sure they know who you are and what class you're in. That really helps with clear communication.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and

exclamation points (“Give me a break!!!”) can be misinterpreted as intense anger or humor without the appropriate context.

3. **If you wouldn’t say it face to face, don’t say it online.** When you’re working online, you’re safe behind a screen, but that’s no excuse to be ill-mannered or say things you would never say in public.
4. **Use emoticons when appropriate.** In casual chatroom settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion. These aren’t the best choice for formal assignments or projects though.
5. **Respect others’ voices and be kind.** We all come from different backgrounds and have our own stories. Assume the best of each other and always be kind in your communication.
6. **Remember, if it’s on the internet, it’s everywhere.** Don’t share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.
7. **Practice Patience:** All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment was missed, please reach out with your name and class and we will do our best to sort it out.

(UTEP Connect)

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school’s grading scale.

ILead Online Grading Scale (FULL TIME LEARNERS:

Proficiency Scale	#1 Emerging <i>The Learner...</i>	#2 Developing <i>The Learner...</i>	#3 Applying <i>The Learner...</i>	#4 Mastering <i>The Learner...</i>
	Demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. Occasionally is able to apply skills/knowledge independently.	Demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. Frequently is able to apply skills/knowledge independently.	Demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. Consistently is able to apply skills/knowledge independently.	Demonstrates an extended and sophisticated understanding of the concepts and competencies relevant to the expected learning. Aspires to take risks to extend their knowledge and understanding.

SUBMITTING ASSIGNMENTS

All work must be submitted to Brightspace, our learning management system. This is very important for record keeping and compliance. You have access to directions on how to do this in

the 'Course Resources' folder of this class and in your Orientation class. If you need any help submitting work please reach out to your instructor and we will make time to ensure that you're able to turn in work to Brightspace.

HONESTY AND PLAGIARISM

Academic Integrity is essential to authentic learning. We want you to get the most out of your courses, and a BIG part of that is learning how to:

- Come up with your own ideas
- Use technology (like AI and other Online resources) to inform your original ideas
- Research in ways that help you develop your thoughts
- Give credit where credit is due
- Explore and use tools (like AI, citation generators, etc.) that help you grow as a person and a learner

Please review [THIS RESOURCE](#) for more information on plagiarism and [this guide for choosing, using and citing resources](#).

Our goal is to support you so that you can learn in a meaningful, authentic way. Any plagiarized work (this includes work generated solely by AI) will be given a zero and referred to your EF/COACH/GUIDE for review. From there we will work with you to support you as best we can.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)