

Kindergarten

THE ADVENTURE TREKKERS & THE FRIENDSHIP MISSIONS



Join a team of **Adventure Trekkers** who **travel the world helping our new friends** from various countries across the globe. Along the way we'll collect special badges for our Travel Journal. Every two weeks students will join a new adventure to help a new friend in need.

Our trusty airplane "Glide" is always around and able to get us to any country in the world. Are you ready to show friendship and kindness to those we meet? Let's go!

In the kindergarten classrooms, we understand that there is a limit to the number of hours a student can be online per day. For that reason, we provide a purposeful combination of synchronous teacher-led, highly interactive small group experiences, one-on-one work, online meetings between teachers and students, and a treasure trove of fun learning resources for families to complete with their children at times of their own choosing.

Class Sizes & Synchronous Schedules

Class sizes are limited to 8 students per class. Teachers have two separate classes (a mostly-morning and a mostly-afternoon class), and each teacher is limited to 16 students total. Additionally, teachers provide personalized 15-minute lessons for each student twice a week. Additionally, each day students attend:

- Welcome Meetings/Skill Warm-Up (15 minutes Monday-Thursday; 10 minutes Friday)
- Mathematics Lesson (40 minutes Monday-Thursday; 30 minutes Friday)
- ELA Lesson (40 minutes Monday-Thursday; 30 minutes Friday)

Student hours will be EITHER 8:30-11:40 or 11:00-2:35 pm (though students will only be online for no more than 110 minutes per day, and no more than 40 minutes at a time without a break). This allows families to organize other activities throughout the day as best fits their own needs.

Class 1 Schedule:

- 8:30-8:45am: Welcome Meeting / Skill Warm-Ups
- 8:45-9:25: Mathematics
- 9:25-9:40: Break
- 9:40-10:20: ELA
- 10:20-11:40: Individual Lessons with Students (up to 15 minutes twice a week; days to be determined)

Class 2 Schedule:

- 11:00–11:55: Individual Lessons with Students (up to 15 minutes twice a week; days to be determined)
- 12:30–12:45: Welcome Meeting / Skill Warm-Ups
- 12:45–1:25: Mathematics
- 1:25–1:40: Break
- 1:40–2:20: ELA
- 2:20–2:35: Individual Lessons with Students (15 minutes twice a week; days to be determined)

Early Dismissal Schedule

Students participate in an Early Dismissal each Friday and on days noted on the [FLEx calendar](#).

Class 1 Schedule, Friday:

- 8:30–8:40: Welcome Meeting / Skill Warm-Ups
- 8:40–9:10: Mathematics
- 9:10–9:20: Break
- 9:20–9:50: ELA
- 9:50–11:05: Individual Lessons with Students (15 minutes twice a week; days to be determined)

Class 2 Schedule, Friday:

- 10:30–11:05: Individual Lessons with Students (15 minutes twice a week; days to be determined)
- 11:35–11:45: Welcome Meeting / Skills Warm-Ups
- 11:45–12:15: Mathematics
- 12:15–12:25: Break
- 12:25–12:55: ELA

Asynchronous Activities

Asynchronous instruction refers to learning outside of live instructional time that is self-paced and is flexibly arranged. In addition to the above synchronous activities, families will complete the following activities each week with students. Families will provide the following evidence of completion each week via the learning management system (LMS) Canvas. All assignments are integrated through this LMS to make learning and progress efficient and effective for students and teachers. Canvas provides the tools to support online learning:

Minutes	Subject	Evidence Family Will Upload to Canvas Each Week
15	<i>ELA online skill fluency program (required)</i>	--
15	<i>Handwriting practice (required)</i>	Pictures of completed work

25	Family reading (choices provided or choose your own)	Log
15	ELA game time (choices provided or choose your own)	Log
15	<i>Mathematics online skill fluency program (required)</i>	--
30	<i>Math manipulatives & games practice (required)</i>	Log
30	Music/art/experiment project menu (related to social studies or science topics) <i>(required but allows choices)</i>	Pictures of completed work
30	Physical activity (choices provided or choose your own)	Log
45	Socialization Activities (family choice)	Log

The **total number of asynchronous minutes a day is 220** (3 hours, 40 minutes) Monday–Friday and **260 on Fridays** (4 hours, 20 minutes).

The extra 40 minutes of asynchronous time on Fridays should come from additional minutes in the following areas:

- Reading: 20 minutes
- Math: 20 minutes

Instructional Models

We know that kindergarten students need near-constant interaction in order to stay engaged online. For this reason, we use the Absorb & Connect/Do Learning Cycle (Smith et al., 2020), limiting the time a teacher talks to no more than 2–5 minutes before *all* students have a chance to interact. Activities frequently include things like singing, dancing, drawing, call and response, and other types of physical activities. Students engage in scavenger hunts, mysteries, and games to learn the basics of reading, writing, and mathematics. Concepts from science and social studies are seamlessly woven into these highly interactive lessons.

Assessments

Assessments for students at this young age consist mainly of a combination of teacher observation and family input. Teachers use the 15-minute one-on-one lessons to determine what students know and are able to make recommendations to families for further skill practice in the home. Teachers also use work uploaded to Canvas by families to assess students' knowledge and abilities.

Most assessments will be *performance-based*: in other words, students perform a task related to what they have been learning so that teachers can determine what skills students have mastered and which they need to continue practicing.

We use standards-based grading, which means that instead of receiving an overall grade for, say, “Reading,” we list the most important skills under Reading for each quarter and then note the level of student performance using the following scale:

Introduced	Practicing	Proficient	Mastered
This skill has been introduced, but the student has not yet had much time to practice it.	The student is working on this skill, and though accuracy and fluency are improving, students still require support to perform correctly.	The student can perform this skill without support about 80% of the time.	The student almost always correctly performs this skill with ease and is ready to move on.

There are no required assessments from the Virginia Department of Education (VDOE) at this grade level. Students will be assessed using the current rubric system that is aligned with the policies of Hampton City Schools.

Standards of Learning by Quarter

Quarter 1

Welcome Adventure Trekkers!			
ELA	Mathematics	Science	Social Studies
<ul style="list-style-type: none"> Build oral communication skills (K.1) Orally identify, segment, and blend various phonemes (K.3) Understand how print is organized and read (K.4) Develop an understanding of basic phonetic principles. (K.6) Expand vocabulary and use of word meanings. (K.7) Demonstrate comprehension of fictional texts. (K.8) Print in manuscript. (K.10) Write in a variety of forms. (K.11) 	<ul style="list-style-type: none"> Investigate the passage of time by reading and interpreting a calendar (K.8) Begin counting forward to 100 (K.3a) Tell how many are in a given set of 10 or fewer objects by counting orally (K.1a) Read, write, and represent numbers 0 through 10 (K.1b) Compare and order sets from least to greatest and greatest to least (K.2) Identify and describe plane figures (K.10a) Compare the size of plane figures 	<ul style="list-style-type: none"> Understanding of scientific and engineering practices (K.1) Understand that senses allow humans to seek, find, take in, and react or respond to different information. (K.5) Investigate and understand that physical properties of an object can be described. (K.3) 	<ul style="list-style-type: none"> What does being a good citizen involves (K.10) How communities express patriotism (K.11)

	<p>(K.10b)</p> <ul style="list-style-type: none"> Describe the location of one object relative to another (K.10c) Sort, classify, and label objects according to their attributes (K.12) 		
Music	Health & Physical Education	Art	
<ul style="list-style-type: none"> Identify how people work as a team while participating in music experiences (K.5) Respond to music with movement (K.17) Demonstrate a steady beat using movement, body percussion, instruments, and voice (K.16) Develop skills for individual and ensemble singing performance (K.13) Analyze music (K.3) Explore historical and cultural aspects of music (K.6) Recognize relationships between music and other fields of knowledge (K.11) 	<ul style="list-style-type: none"> Identify basic structures of the body and basic spatial awareness concepts (PE K.2) Demonstrate appropriate behaviors and safe practices in physical activity setting (PE K.4) Identify and describe key health and safety concepts (Health K.1) Describe and demonstrate behaviors that promote health and prevent injury and disease (Health K.3) Demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills to understand the various ways the body can move (PE K.1) Identify healthy decisions (Health K.2) 	<ul style="list-style-type: none"> Apply creative thinking to artmaking (K.1) Identify and use the following works of art: color, line, shape, texture, and pattern (K.12) Create artworks inspired by a variety of sources and subjects (K.17) Identify people, including oneself, who make art as artists (K.9) Create drawings from observation (K.14) 	

Quarter 2

ELA	Mathematics	Science	Social Studies
<ul style="list-style-type: none"> Build oral communication skills (K.1) Demonstrate growth in oral, early literacy skills. (K.2) Orally identify, segment, and blend various phonemes (K.3) Understand how print is organized and read (K.4) Understanding of basic phonetic principles (K.6) Demonstrate comprehension of fictional texts. (K.8) Demonstrate comprehension of nonfiction texts. (K.9) Print in manuscript (K.10) Write in a variety of forms to include drawing pictures (K.11) 	<ul style="list-style-type: none"> Tell how many are in a given set of 20 or fewer objects (K.1a) Read, write, and represent numbers from 0 through 20. (K.1b) Count forward orally by ones from 0 to 100. (K.3a) Count backward orally by ones when given any number between 1 and 10 (K.3b) Identify the number after, without counting, when given any number between 0 and 50 (K.3c) Count forward by tens to determine the total number of objects to 100. (K.3d) Collect, organize, and represent data (K.11a) Read and interpret data in object graphs, picture graphs, and tables (K.11b) Identify, describe, extend, create, and transfer repeating patterns (K.13) 	<ul style="list-style-type: none"> Investigate and understand that there are patterns in nature. (K.9) Investigate and understand that change occurs over time (K.10) Investigate and understand that pushes and pulls affect the motion of objects (K.2) 	<ul style="list-style-type: none"> Describe the relative location of people, places, and things (K.4) Use simple maps and globes (K.5) Develop an awareness that maps and globes show a view from above (K.6a) Recognize that history describes events and people from other times and places (K.2) Sequence events in the past and present (K.3) Understanding of how communities express patriotism (K.11)
Music	Physical Education	Art	
<ul style="list-style-type: none"> Develop skills for individual and ensemble instrumental performance (K.14) Develop skills for individual and ensemble singing performance (K.13) Respond to music with movement (K.17) Analyze music (K.3) Express personal 	<ul style="list-style-type: none"> Demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills to understand the various ways the body can move (PE K.1) Identify basic structures of the body and basic spatial awareness 	<ul style="list-style-type: none"> Apply a creative process for artmaking (K.2) Analyze and interpret artwork using art vocabulary (K.3) Identify a variety of purposes for creating works of art (K.7) Identify and use the following works of art: color, line, 	

feelings evoked by a musical experience (K.4)	concepts (PE K.2) <ul style="list-style-type: none"> • Use appropriate behaviors and safe practices in physical activity settings (PE K.4) • Identify and describe key health and safety concepts (Health K.1) • Describe and demonstrate behaviors that promote health and prevent injury and disease (Health K.1) 	shape, texture, and pattern (K.12) <ul style="list-style-type: none"> • Identify information about art from provided resources (K.8) 	
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Quarter 3

Where in the World is Director Jill?			
ELA	Mathematics	Science	Social Studies
<ul style="list-style-type: none"> • Build oral communication skills (K.1) • Demonstrate growth in oral, early literacy skills (K.2) • Orally identify, segment, and blend various phonemes (K.3) • Understand how print is organized and read (K.4) • Understanding of basic phonetic principles (K.6) • Demonstrate comprehension of fictional texts (K.8) • Demonstrate comprehension of nonfiction texts (K.9) • Print in manuscript (K.10) • Write in a variety of forms to include drawing pictures (K.11) 	<ul style="list-style-type: none"> • The student will count forward orally by ones from 0 to 75 (K.3a) • Count backward orally by ones when given any number between 1 and 10 (K.3b) • Identify the number after and number between 0-75 (K.3c) • Count forward by tens to determine the total number of objects to 75 (K.3d) • Recognize and describe with fluency part-whole relationships for numbers up to 5 (K.4a) • Investigate and describe part-whole relationships for numbers up to 10 using a variety of configurations (K.4b). 	<ul style="list-style-type: none"> • Investigate and understand that water is important in our daily lives and has properties (K.4) • Investigate and understand that light influences temperature on Earth's surfaces and can cause shadows (K.8) • Investigate and understand that humans use resources (K.11) 	<ul style="list-style-type: none"> • The student will develop an awareness that maps and globes (K.6) • Changes over time (K.3) • Patriotism (K.11c,d) • Citizenship (K.10ef,g)

	<ul style="list-style-type: none"> • Model and solve single-step story and picture problems with sums to 10 and differences within 10 (K.6Sa) • Share a whole equally with two sharers, when given a practical situation (K.5a) • Represent fair shares concretely or pictorially, when given a practical situation (K.5b) • Describe shares as equal pieces or parts of the whole, when give a practical situation (K.5c) 		
Music	Physical Education	Art	
<ul style="list-style-type: none"> • Explore music literacy, including high and low pitches and rhythms represented by a variety of notational systems (K.12) • Develop skills for individual and ensemble singing performance (K.13) • Respond to music with movement (K.17) • Identify and perform rhythmic patterns (K.15) • Improvise and compose music (K.1) • Analyze music (K.3) • Apply a creative process for music (K.2) • Identify how music is part of personal and community events (K.7) 	<ul style="list-style-type: none"> • Demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills to understand the various ways the body can move (PE K.1) • Identify basic structures of the body and basic spatial awareness concepts (PE K.2) • Use appropriate behaviors and safe practices in physical activity settings (PE K.4) 	<ul style="list-style-type: none"> • Analyze and interpret artwork using art vocabulary (K.3) • Explore cultural and historical influences of art (K.6) • Describe how artists work together in a creative community (K.5) • Identify works of art created with contemporary media (K.10) • Explore a variety of media, techniques, and processes to create two-dimensional and three-dimensional artwork (K.16) 	

Where in the World is Director Jill? Continued

ELA	Mathematics	Science	Social Studies
<ul style="list-style-type: none"> • Build oral communication skills (K.1) • Demonstrate growth in oral, early literacy skills (K.2) • Orally identify, segment, and blend various phonemes (K.3) • Understand how print is organized and read (K.4) • Understanding of basic phonetic principles (K.6) • Demonstrate comprehension of fictional texts (K.8) • Demonstrate comprehension of nonfiction texts (K.9) • Print in manuscript (K.10) • Write in a variety of forms to include drawing pictures (K.11) 	<ul style="list-style-type: none"> • Describe and identify coins (K.7a,b) • Identify the number of pennies equivalent to a nickel, dime, and quarter (K.7c) • Compare and describe lengths of two objects as longer or shorter (K.9a) • Compare and describe heights of two objects (K.9b) • Compare and describe weights of two objects (K.9c) • Compare and describe temperatures of two objects or environments (K.9d) • Compare and describe volumes or two containers (K.9e) • Compare and describe the amount of time spent on two events, using direct comparison (K.9f) • Model and solve story and picture problems, using 10 or fewer concrete objects (K.6a) • The student will count forward orally by ones from 0 to 100 (K.3a) • Count backward orally by ones when given any number between 1 and 10 (K.3b) • Identify the number after and number between 0-100 (K.3c) 	<ul style="list-style-type: none"> • Investigate and understand that there are differences between living organisms and nonliving objects (K.6) • The student will investigate and understand that plants and animals have basic needs and life processes (K.7) 	<ul style="list-style-type: none"> • Skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship (K.1) • Recognize that history describes events and people from other times and places (K.2) • Sequence of events in the past and change over time (K.3) • Map Skills (K.5) • Geography (K.7) • Jobs (K.8) • Wants/Needs (K.9a,b) • What it means to be a Good Citizen (K.10) • Patriotic events and symbols (K.11)

	<ul style="list-style-type: none"> Count forward by tens to determine the total number of objects to 75 (K.3d) Investigate and describe part-whole relationships for numbers up to 10 using a variety of configurations (K.4b). 		
Music	Physical Education	Art	
<ul style="list-style-type: none"> Develop skills for individual and ensemble instrumental performance (K.14) Respond to music with movement (K.17) Improvise and compose music (K.1) Identify the value of creating personal music (K.8) Identify people who create music (K.9) Identify technology tools for creating music (K.10) 	<ul style="list-style-type: none"> Recognize that everyone is a member of a family and that families come in many forms (FLE K.4) Identify members of his or her family (FLE K.5) Identify basic concepts of energy balance (PE K.5) Identify and describe key health and safety concepts (Health K.1) Identify healthy decisions (Health K.2) Describe and demonstrate behaviors that promote health and prevent injury and disease (Health K.3) Demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills to understand the various ways the body can move (PE K.1) Use appropriate behaviors and safe practices in physical activity settings (PE K.4) 	<ul style="list-style-type: none"> Analyze and interpret artwork using art vocabulary (K.3) Use motor skills to create two-dimensional and three dimensional works of art (K.15) Describe personal connection to and interests in visual art (K.4) Identify spatial relationships (K.13) Recognize connections between the arts, incorporating or responding to music, theatre, or dance in their artwork (K.11) 	

