

**KG 2 Yearly Plan 2018-2019**

**September 2018**

**English Language Arts**

**“Welcome to Kindergarten” (Back to School Unit)/ Unit 1**

**Reading Literature & Informational Text**

- Concepts of Print, main idea, understanding character
  - Recognize first and last names, distinguish letters/numbers, book handling, environmental print

**Reading Foundational Skills**

- Phonological Awareness/Phonics
  - Rhyming words, blend and segment syllables; Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz
- Fluency
  - Read with expression, pause for punctuation, reading rate

**Listening & Speaking**

- Talk about families, talk about school, talk about pets

**Language Foundational Skills**

- Vocabulary
  - Classify and categorize family words, antonyms, synonyms
- High Frequency Words
  - I, like, the
- Grammar
  - Nouns for people, nouns for places, nouns for animals and things

**Writing**

- Narrative Writing
  - Names, labels, captions
  - Focus Traits: conventions, word, choice, ideas

**Math**

**Critical Area: Numbers and Operations**

Chapter 1: Represent, Count and Write Numbers 0 to 5

- |                           |   |
|---------------------------|---|
| ● Model and Count 1 and 2 | <input type="checkbox"/> Count and Write to 5 |
| ● Count and Write 1 and 2 | <input type="checkbox"/> Ways to Make 5       |
| ● Model and Count 3 and 4 | <input type="checkbox"/> Count and Order to 5 |
| ● Count and Write 3 and 4 | <input type="checkbox"/> Understand 0         |
| ● Model and Count to 5    | <input type="checkbox"/> Identify and Write 0 |

**Science**

**Social Studies**

**Unit 1 - Engineering**

- What Does an Engineer Do?
- How Can We Use a Design Process?

Who are the leaders of our country?  
 What do emblems symbolize?  
 What are our country's landmarks?

**Global Citizenship**

**Notes/ Reflection**

**English Language Arts**

**Unit 1 continued/Unit 2**

**Reading Literature & Informational Text**

- Text and graphic features, details, compare and contrast

**Reading Foundational Skills**

- Phonological Awareness/Phonics
  - Beginning sounds, words in oral sentences, blend onset/rime; Aa (short a), Mm, Ss
- Fluency
  - Pause for punctuation

**Listening & Speaking**

- Talk about jobs, share ideas, discuss daily activities

**Language Foundational Skills**

- Vocabulary
  - Classify and categorize words for jobs, synonyms, context clues
- High Frequency Words
  - And, i, like, the, see
- Grammar
  - Action verbs (present tense), sensory words

**Writing**

- Narrative Writing/Informative Writing
  - Story sentences (adding details), class story (telling details), Descriptive sentences (sensory words)
  - Focus Traits: Ideas, word choice

**Math**

**Critical Area: Numbers and Operations**

Chapter 2: Compare Numbers to 5

- Same Number  Compare by Matching Sets to 5
- Greater Than  Compare by Counting Sets to 5
- Less Than

Chapter 3: Represent, Count and Write Numbers 6 to 9

- Model and Count 6  Count and Write 8
- Count and Write to 6  Model and Count 9
- Model and Count 7  Count and Write 9
- Count and Write 7  Numbers to 9
- Model and Count 8

**Science**

**Social Studies**

**Unit 2 - Forces and Motion**

- What Is Motion?
- How Can We Change the Way Things Move?

What are basic necessities?  
 What is money?  
 What jobs do people have?

**Global Citizenship**

**Notes/ Reflection**

**English Language Arts**

**Unit 2 continued**

**Reading Literature & Informational Text**

- Understanding characters, details, text and graphic features, story structure

**Reading Foundational Skills**

- Phonological Awareness/Phonics
  - Blend/segment onset and rime, blend phonemes; Letter Tt, Cc /k/, Pp, review: Aa (short), Tt, Cc, Pp
- Fluency
  - Read with expression, reading rate

**Listening & Speaking**

- Have a conversation, share information and ideas, talk about characters

**Language Foundational Skills**

- Vocabulary
  - Classify and categorize sensory words, action words, and share words, and synonyms
- High Frequency Words (we, a, to)
- Grammar
  - Sensory words, adjectives for colors, numbers, and shapes

**Writing**

- Informative Writing
  - Descriptive sentences, captions (sensory words, colors, numbers, size, shape)
  - Focus Traits: word choice

**Math**

**Critical Area: Numbers and Operations**

Chapter 4: Represent and Compare Numbers to 10

- |                         |                          |                                |
|-------------------------|--------------------------|--------------------------------|
| ● Model and Count 10    | <input type="checkbox"/> | Count and Order to 10          |
| ● Count and Write to 10 | <input type="checkbox"/> | Compare by Matching Sets to 10 |
| ● Ways to Make 10       | <input type="checkbox"/> | Compare by Counting Sets to 10 |

Chapter 5: Addition

- |                             |                          |                                  |
|-----------------------------|--------------------------|----------------------------------|
| ● Add to                    | <input type="checkbox"/> | Model and Draw Addition Problems |
| ● Put Together              | <input type="checkbox"/> | Write Addition Sentences for 10  |
| ● Act Out Addition Problems | <input type="checkbox"/> | Write Addition Sentences         |

**Science**

**Social Studies**

**Unit 3 - Plants and Animals**

- What Do Plants Need?
- What Do Animals Need?

Where do we live?  
 What can you see in the desert?  
 What are the kinds of water bodies?

**Global Citizenship**

**Notes/ Reflection**

**English Language Arts**

- Unit 3**  
**Reading Literature & Informational Text**
- Compare and Contrast, conclusions
- Reading Foundational Skills**
- Phonological Awareness/Phonics
    - Blend phonemes, final sound; Review Aa (short), Nn, words with short a and Nn, blending words
  - Fluency
    - Pause for punctuation, read with expression
- Listening & Speaking**
- Share information, compare texts
- Language Foundational Skills**
- Vocabulary
    - Figurative language, classify and categorize sensory words
  - High Frequency Words: come, me, with, my
  - Grammar
    - Sentence parts: subject, verb
- Writing**
- Narrative Writing
    - Story sentences (exact verbs and nouns)
    - Focus Traits: word choice

**Math**

**Critical Area: Numbers and Operations**

Chapter 5: Addition

- |                                 |  |
|---------------------------------|--|
| ● Write More Addition Sentences | <input type="checkbox"/> Number Pairs for 8  |
| ● Number Pairs to 5             | <input type="checkbox"/> Number Pairs for 9  |
| ● Number Pairs for 6 and 7      | <input type="checkbox"/> Number Pairs for 10 |

Chapter 6: Subtraction

- |                                       |   |
|---------------------------------------|---|
| ● Take From                           | <input type="checkbox"/> Write Subtraction Sentences      |
| ● Take Apart                          | <input type="checkbox"/> Write More Subtraction Sentences |
| ● Act Out Subtraction Problems        | <input type="checkbox"/> Addition and Subtraction         |
| ● Model and Draw Subtraction Problems |   |

**Science**

**Social Studies**

**Unit 3 - Plants and Animals**

- Where Do Plants and Animals Live?
- How Do Plants and Animals Change Their Environment?

What special days do we celebrate?  
 How do we celebrate special days?  
 How do you play the different musical instruments?

**Global Citizenship**

**Notes/ Reflection**

**English Language Arts**

**Unit 3 continued**

**Reading Literature & Informational Text**

- Author's purpose, cause and effect, sequence of events

**Reading Foundational Skills**

- Phonological Awareness/Phonics
  - Blend phonemes, final sound, isolate middle sound; Ff, Bb, words with Ff and Bb, blending words
- Fluency
  - Reading rate, read with expression, pause for punctuation

**Listening & Speaking**

- Share information and ideas, talk about the night sky

**Language Foundational Skills**

- Vocabulary
  - Context clues, classify and categorize number words, figurative language: simile
- High Frequency Words: you, what, are, now, review: come, me, with, my, you, what, are, now
- Grammar
  - Complete sentences: capitalization/punctuation, verbs in past tense, statements (capitalization/punctuation)

**Writing**

- Narrative Writing
  - Story Sentences (details), Story Sequence (beginning, middle ending)
  - Focus Traits: ideas, organization

**Math**

**Critical Area: Numbers and Operations**

Chapter 7: Represent, Count and Write 11 to 19

- |                             |  |
|-----------------------------|--|
| ● Model and Count 11 and 12 | <input type="checkbox"/> Use Numbers to 15         |
| ● Count and Write 11 and 12 | <input type="checkbox"/> Model and Count 16 and 17 |
| ● Model and Count 13 and 14 | <input type="checkbox"/> Count and Write 16 and 17 |
| ● Count and Write 13 and 14 | <input type="checkbox"/> Model and Count 18 and 19 |
| ● Model, Count and Write 15 | <input type="checkbox"/> Count and Write 18 and 19 |

**Science**

**Social Studies**

**Unit 4 - Sun Warms Earth**

- How Does the Sun Warm Earth?
- How Can I Protect Myself from the Sun?

How can we know the dates?  
 How does life change throughout history?  
 How did people do things in the past?

**Global Citizenship**

**Notes/ Reflection**

**English Language Arts**

- Unit 4**  
**Reading Literature & Informational Text**
- Details, sequence of events, author's purpose
- Reading Foundational Skills**
- Phonological Awareness/Phonics
    - Blend phonemes, isolate middle sounds, segment phonemes; li (words with short i), Gg (words with Gg), Rr (words with Rr), blending words
  - Fluency
    - Pause for punctuation, read with expression
- Listening & Speaking**
- Share information and ideas
- Language Foundational Skills**
- Vocabulary
    - Classify and categorize science words, multiple meaning words, context clues
  - High Frequency Words (is, how, of, so many, where, find, this, from, but, on, will, be into, that, your, who)
  - Grammar
    - Proper nouns for people and pets, verbs in future tense
- Writing**
- Opinion Writing
    - Message (different parts), thank you notes, friendly letter (different parts)
    - Focus Traits: organization, voice, conventions

**Math**

**Critical Area: Numbers and Operations**

Chapter 8: Represent, Count and Write 20 and Beyond

- |                         |   |
|-------------------------|---|
| ● Model and Count 20    | <input type="checkbox"/> Count to 50 by Ones  |
| ● Count and Write to 20 | <input type="checkbox"/> Count to 100 by Ones |
| ● Count and Order to 20 | <input type="checkbox"/> Count to 100 by Tens |
| ● Compare Numbers to 20 | <input type="checkbox"/> Count by Tens        |

**Science**

**Social Studies**

**Unit 5 - Weather**

- How Can we Observe Weather Patterns?
- How Can We Measure Weather?

**Global Citizenship**

**Notes/ Reflection**

**English Language Arts**

**Unit 4 continued/Unit 5**

**Reading Literature & Informational Text**

- Cause and effect, sequence of events, details

**Reading Foundational Skills**

- Phonological Awareness/Phonics
  - Blend phonemes, segments phonemes; Dd (words with d), review li, Dd, Rr, Gg (in words), blending words, Oo (words with short o)
- Fluency
  - Pause for punctuation, reading rate, read with expression

**Listening & Speaking**

- Tell a cumulative story, discuss curiosity, share ideas

**Language Foundational Skills**

- Vocabulary
  - Antonyms, synonyms, multiple meaning words
- High Frequency Words: go, for, here, they soon, up, (review all previous HFW), make play, them, give, say new
- Grammar
  - Verbs in past, present, and future tense, pronouns he, she, we

**Writing**

- Opinion Writing/Informative Writing
  - Opinion sentences/Numbered lists
  - Focus Traits: word choice, organization

**Math**

**Critical Area: Geometry and Positions**

Chapter 9: Identify and Describe Two-Dimensional Shapes

- |                               |   |
|-------------------------------|---|
| ● Identify and Name Circles   | <input type="checkbox"/> Identify and Name Rectangles   |
| ● Describe Circles            | <input type="checkbox"/> Describe Rectangles            |
| ● Identify and Name Squares   | <input type="checkbox"/> Identify and Name Hexagons     |
| ● Describe Squares            | <input type="checkbox"/> Describe Hexagons              |
| ● Identify and Name Triangles | <input type="checkbox"/> Compare Two-Dimensional Shapes |
| ● Describe Triangles          | <input type="checkbox"/> Draw to Join Shapes            |

**Science**

**Social Studies**

**Unit 5 - Weather**

- What Are Kinds of Severe Weather?
- How Can Forecasts Help Us?

**Global Citizenship**

**Notes/ Reflection**

**English Language Arts**

**Unit 5 continued**

**Reading Literature & Informational Text**

- Story structure, sequence of events, conclusions, text and graphic features

**Reading Foundational Skills**

- Phonological Awareness/Phonics
  - Blend and segment phonemes, substitute phonemes; Xx, Jj, Hh, Kk (and words), review, blending words
- Fluency
  - Reading rate, pause for punctuation, read with expression

**Listening & Speaking**

- Talk about fiction and informational text, share information and ideas, play guessing game

**Language Foundational Skills**

- Vocabulary
  - Antonyms, context clues, classify and categorize describing words and seasons
- High Frequency Words: said, good, was, then, ate, could, she all, over, her, when some, he no, away, must, by, there, review unit HFW
- Grammar
  - Pronouns they, it, I, proper nouns for days and months, questions/exclamations (capitals and punctuation)

**Writing**

- Informative Writing
  - Lists, invitations, report (dictate facts)
  - Focus Traits: organization, ideas

**Math**

**Critical Area: Geometry and Positions**

Chapter 10: Identify and Describe Three-Dimensional Shapes

- |   |   |
|---|---|
| • Three-Dimensional Shapes              | <input type="checkbox"/> Two and Three-Dimensional Shapes |
| • Identify, Name and Describe Spheres   | <input type="checkbox"/> Model Shapes                     |
| • Identify, Name and Describe Cubes     | <input type="checkbox"/> Above and Below                  |
| • Identify, Name and describe Cylinders | <input type="checkbox"/> Beside and Next To               |
| • Identify, Name and describe Cones     | <input type="checkbox"/> In Front Of and Behind           |

**Science**

**Social Studies**

**Unit 6 - Weather**

- What Are Natural Resources?

**Global Citizenship**

**Notes/ Reflection**



**English Language Arts**

- Unit 6**  
**Reading Literature & Informational Text**
- Conclusions, compare and contrast, story structure
- Reading Foundational Skills**
- Phonological Awareness/Phonics
    - Substitute phonemes; Uu, Ll, Ww, Vv, Zz (and words), blending words
  - Fluency
    - Pause for punctuation, read with expression
- Listening & Speaking**
- Talk about trying your best, talk about a trip, share ideas
- Language Foundational Skills**
- Vocabulary
    - Antonyms, classify and categorize places, context clues
  - High Frequency Words: do, down, went, only, little, just, have, help, one, every, ask, walk, look, out, very, their, saw, put
  - Grammar
    - Nouns (singular and plural), subject-verb agreement (past, present, future),
- Writing**
- Opinion Writing
    - Response to literature (sentence frame, expressing an opinion, giving reasons)
    - Focus Traits: voice, ideas

**Math**

- Critical Area: Geometry and Positions**  
 Chapter 11: Measurement
- Compare Lengths  Compare Weights
  - Compare Heights  Length, Height and Weight
  - Direct Comparison
- Chapter 12: Classify and Sort Data
- Classify and Count by Color  Make a Concrete Graph
  - Classify and Count by Shape  Read a Graph
  - Classify and Count by Size

**Science**

**Social Studies**

- Unit 6 - Weather**
- How Can We Save Natural Resources?

**Global Citizenship**

**Notes/ Reflection**

June 2019

**English Language Arts**

**Reading Literature & Informational Text**

- 

**Reading Foundational Skills**

- Decoding
  -
- Fluency
  -

**Listening & Speaking**

- 

**Language Foundational Skills**

- Vocabulary
  -
- Spelling Words
- Grammar
  -

**Writing**

- 

- 
- Focus Traits:

**Math**

**Science**

**Social Studies**

**Global Citizenship**

**Grade KG1 Yearly Planner--August 29 -- November 1**

Sunday	Monday	Tuesday	Wednesday	Thursday
			29-8	30-8
2-9 Benchmark Assessments	3-9 Benchmark Assessments	4-9 Benchmark Assessments	5-9 Benchmark Assessments	6-9 Benchmark Assessments
9-9 Welcome to K 1-2	10-9	11-9	12-9 Islamic New Year No School	13-9
16-9 Lesson 1	17-9	18-9 Early Release Day	19-9 Early Release Day	20-9 Red Day
23-9 Lesson 2	24-9	25-9	26-9	27-9 Yellow Day
30-9 Lesson 3	1-10	2-10	3-10	4-10 Blue Day
7-10 Lesson 4	8-10	9-10 Early Release Day	10-10	11-10 Orange Day
14-10 Lesson 5	15-10	16-10	17-10 Green Day	18-10 IEP Meetings No School for Students
21-10 IEP Meetings No School for Students	22-10 Performance Task Assessment/Project	23-10	24-10	25-10 Purple Day
28-10 Lesson 6	29-10	30-10	31-10	1-11 Pink Day

Sunday	Monday	Tuesday	Wednesday	Thursday
4-11 Lesson 7	5-11	6-11	7-11 Early Release Day/ Parent Teacher Conferences	8-11 Early Release Day/ Parent Teacher Conferences  Black & White Day
11-11 Lesson 8	12-11	13-11 Early Release Day	14-11	15-11 Gray Day
18-11 Lesson 9	19-11	20-11	21-11 Prophet's Birthday No School	22-11 Brown Day
25-11 Lesson 10	26-11	27-11	28-11	29-11
2-12 Performance Task Assessment/Project	3-12	4-12	5-12	6-12
9-12 Lesson 11	10-12	11-12 Early Release Day	12-12	13-12
16-12 Lesson 12	17-12	18-12	19-12	20-12
6-1 Lesson 13	7-1	8-1	9-1	10-1
13-1 Lesson 14	14-1	15-1 Early Release Day	16-1	17-1

**Grade KG1 Yearly Planner--January 20 -- March 21**

Sunday	Monday	Tuesday	Wednesday	Thursday
20-1 Lesson 15	21-1	22-1	23-1	24-1
27-1 Performance Task Assessment/Project	28-1	29-1	30-1 Early Release Day Parent Teacher Conferences	31-1 Early Release Day Parent Teacher Conferences
3-2 Lesson 16	4-2	5-2	6-2	7-2
10-2 Lesson 17	11-2	12-2	13-2	14-2
17-2 Lesson 18	18-2	19-2 Early Release Day	20-2	21-2
24-2	25-2 National & Liberation Holiday--No School	26-2 National & Liberation Holiday--No School	27-2	28-2
3-3 Lesson 19	4-3	5-3	6-3	7-3
10-3 Lesson 20	11-3	12-3 Early Release Day	13-3	14-3
17-3 Performance Task Assessment/Project	18-3	19-3	20-3	21-3

**Grade 3 Yearly Planner--March 24 -- June 3**

Sunday	Monday	Tuesday	Wednesday	Thursday
24-3 Lesson 21	25-3	26-3	27-3 Early Release Day Parent Teacher Conference	28-3 Early Release Day Parent Teacher Conference
7-4 Lesson 22	8-4	9-4	10-4	11-4
14-4 Lesson 23	15-4	16-4 Early Release Day	17-4	18-4
21-4 Lesson 24	22-4	23-4	24-4	25-4
28-4 Lesson 25	29-4	30-4	1-5	2-5
5-5 Performance Task Assessment/Project	6-5	7-5	8-5	9-5
12-5 IEP Meetings No School for Students	13-5 Lesson 26	14-5	15-5	16-5
19-5 Lesson 27	20-5	21-5	22-5	23-5
26-5 Lesson 28	27-5	28-5	29-5	30-5
2-6	3-6			

