

**Elementary Curriculum ESSENTIALS**

**A quick glance at the essential standards/outcomes you should be seeing in your classrooms this month.**

All grade level standards are expected to be taught, however the essential standards need to be mastered/secured prior to the end of the school year.

**Integrated Strategies**

<p align="center"><b>Engagement Jigsaw</b></p> <p>The Jigsaw strategy asks a group of students to become “experts” on a specific text or body of knowledge and then share that material with another group of students. This strategy offers a way to help students understand and retain information while they develop their collaboration skills.</p>	<p align="center"><b>Blended Learning Project-Based Learning</b></p> <p>Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.</p>	<p align="center"><b>Language (ELLevation) Building with Bricks and Mortar</b></p> <p>Create sentences using vocabulary cards Discuss new sentences with peers Write sentences in notebook</p> <p align="center"><i>Can be modified with pictures and single words for Kinder.</i></p>
<p align="center"><b>Unit 9: Meeting our Needs and Wants</b> Essential Question: <b>Why do we make choices?</b> April 22nd - May 10th (15 days)</p>	<p align="center"><b>English Language Arts</b></p>	<p align="center"><b>Unit 10: Forces and Motion</b> Essential Question: <b>What makes things move?</b> May 13th - May 31st (14 days)</p>

**Reading - Foundational Skills**

RF.K.1a Follow words from left to right, top to bottom, and page by page.	RF.K.1c Understand that words are separated by spaces in print.	RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2a Recognize and produce rhyming words.	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.
RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
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.4 Read emergent-reader texts with purpose and understanding.

**Reading - Literature**

RL.K.1 With prompting and support, ask and answer questions about key details in a text.	RL.K.10 Actively engage in group reading activities with purpose and understanding.
--	---

**Reading - Informational Text**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.	R.1.K.4 With prompting and support, ask and answer questions about unknown words in text	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.
RI.K.10 Actively engage in group reading activities with purpose and understanding.		

**Language**

L.K.1a Print many upper- and lowercase letters.	L.K.1c Form regular plural nouns orally by adding / s/ or / es/	L.K.1d Understand and use question words.
L.K.1.F Produce and expand complete sentences in shared language activities.	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites	L.K.5c Identify real-life connections between words and their use	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Writing**

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
---	--

**Speaking and Listening**

SL.K.1.a Follow agreed-upon rules for discussion.	SL.K.1b Continue a conversation through multiple exchanges.
---	---

<p align="center"><b>Unit 7 -Weight and Place Value</b> 20 sessions over 25 days Operations and Algebraic Thinking</p>	<p align="center"><b>Mathematics</b> Number Corner Vol. 3 Operations &amp; Algebraic Thinking, Counting and Cardinality and Numbers and Operations in Base Ten 20 sessions over 22 days</p>	<p align="center"><b>Unit 8 -Computing &amp; Measuring with Frogs &amp; Bugs</b> 20 sessions over 20 days Operations and Algebraic Thinking, , Measurement and Data &amp; Numbers, Numbers and Operations in Base Ten</p>
--	---	---

**CRITICAL CONTENT AREA 1, COUNTING AND CARDINALITY, OPERATIONS AND ALGEBRAIC THINKING:** Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ . (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.)

Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing (subitizing) the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. (CC.1; CC.2; CC.3; CC.4; CC.5; CC.6; CC.7; OA.1; OA.2; OA.3; OA.4; OA.5)

**LIFE SCIENCE ~ Animals Two by Two ~ April 8 - June 7**

	K-LS1: From Molecules to Organisms: Structures and Processes
--	--