

**First Nine Week Plans Kindergarten**  
**2018-2019 School Year**

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**Units to Be Introduced**

Introduction to School  
Bus Safety  
Community Helpers  
Fire Safety  
Apples  
Pumpkins  
Fall  
Weather  
Five Senses

**The Focus of Instruction**

**English Standards of Learning**

The student will:

1. Demonstrate growth in the use of oral language.
  - Listen to a variety of literary forms including poems and stories. (k.1a)
  - Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs and stories with repeated word order patterns. (k.1 b)
  - Participate in oral generation of language experience narratives. (k.1 c)
  - Participate in creative dramatics. (k.1 d)
  - Use complete sentences that include subject, verb and object. (k.1 e)
  
2. The student will expand understanding and use of word meanings.
  - Increase listening and speaking vocabularies. (k.2a)
  - Use number words. (k.2b)
  - Use words to describe/name people, places and things. (k.2c)

- Use words to describe/name location, size, color and shape. (k.2d)
  - Use words to describe/name actions. (k.2e)
3. Build oral communication skills.
    - Express ideas in complete sentences and express needs through direct requests. (k.3a)
    - Begin to use voice level, phrasing, and intonation appropriate for various situations. (k.3f)
    - Follow one- and two-step directions. (k.2g)
  4. Write to communicate ideas.
    - Student will use available technology for reading and writing. (k.13)
  5. The student will develop an understanding of basic phonetic principles
    - Identify and name the uppercase and lowercase letters of the alphabet. (k.7a)

### **Mathematics Standards of Learning**

The student will:

1. Given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer or the same number of members as the other set, using the concept of one-to-one correspondence (k.1)
2. Given a set containing 10 or fewer concrete objects will:
  - Tell how many are in the set by counting the number of objects orally. (k.2a)
  - Write the numeral to tell how many are in the set. (k.2b)
  - Select the corresponding numeral from a given set of numerals (k.2c)
3. The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object. (k.3)
4. The student will count forward to 100 and backward from 10. (k.4 a)
5. The student will identify more than a number and one less than a number. (k.4b)
6. The student will gather data by counting and tallying. (k.13)
7. The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data. (k.14)
8. The students will sort and classify objects according to attributes. (k.15)

9. The student will identify, describe, and extend repeating patterns. (k.16)

### **Science Standards of Learning**

The student will:

1. Conduct investigations in which
  - Basic properties of objects are identify by direct observation. (k.1a)
  - Observations are made from multiple positions to achieve different perspectives. (k.1b)
  - Objects are described both pictorially and verbally, (k.1c)
  - A set of objects is sequenced according to size. (k.d)
  - A set of objects is separated into two groups based on a single physical attribute. (k.1e)
  - Nonstandard units are used to measure common objects. (k.1f)
  - A question is developed from one or more observations. (k.1g)
  - Pictures graphs are constructed using 10 or few units. (k.1h)
2. Investigate and understand that humans have senses that allow them to seek, find, take in and react or respond to information in order to learn about their surroundings.
  - The five senses and corresponding sensing organs (k.2a)
  - Sensory descriptors used to describe common objects and phenomena (k.2b)
3. Investigate and understand simple patterns in his/her daily life. Key concepts include:
  - Weather observations. (k.8a)
4. Investigate and understand that change occurs over time and rates may be fast or slow.
  - Natural and human-made things change over time. (k.10a)
  - Changes can be observed and measured. (k.10b)

### **History and Social Science Standards of Learning**

The student will:

1. List 6 different types of jobs people do in a community, and tell others how those jobs help the community. (k.6)
2. Tell others how having a job helps people get what they want or need, and tell others why and how people make choices about what they buy. (k.7 a&b)

3. Demonstrate that being a good citizen involves:
  - Taking turns and sharing. (k.8a)
  - Taking responsibility for certain classroom chores. (k.8b)
  - Taking care of personal belongings and respecting what belongs to others. (k.8c)
  - Following rules and understanding the consequence of breaking rules. (k.8d)
  - Practicing honesty, self-control, and kindness to others. (k.8e)
  - Participating in decision making in the classroom. (k.8f)
  - Participating successfully in group settings. (k.8g)

### **Physical Education Standards of Learning**

The student will:

1. Demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills.
  - Demonstrate the locomotor skills of walking, running, hopping, and jumping and landing. (k.1a)
  - Demonstrate the non-locomotor skills of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, and balancing. (k.1b)
  - Demonstrate a minimum of two critical elements (small, isolated parts of the whole skill or movement) used in stationary manipulative skills (e.g. toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll, underhand, trap, volley with hand). (k.1c)
  - Demonstrate a minimum of two critical elements used in manipulative skills while moving. (k.1d)
  - Demonstrate moving to a beat, using basic locomotor and non-locomotor rhythmic patterns. (k.1e)
2. Use appropriate behaviors and safe practices in physical activity settings.
  - Demonstrate good listening skills when learning procedures and receiving instructions. (k.4a)
  - Demonstrate ability to share and be cooperative and safe with others. (k.4b)
  - Demonstrate an understanding of general and personal space. (k.4c)
3. The student will participate in regular physical activity. (k.6)

### **Health Standards of Learning**

The student will:

1. Explain the concept of being healthy. Key concepts/skills include:

- Positive and negative emotions that affect physical health (e.g. anger, sadness, fear, frustration, happiness, pride). (k.2a)
  - Personal hygiene practices (e.g. hand washing and grooming). (k.2b)
  - Germs (e.g. bacteria, viruses) that lead to common diseases (e.g. flu and cold). (k.2d)
2. Explain the concept of being safe. Key concepts/skills include:
    - The need for safety rules and practices. (k.3a)
    - The differences between emergency and non-emergency situations. (k.3b)
    - The choices that prevent injuries (e.g. wearing helmets, using, seat belts, and safety seats, tying shoelaces). (k.3c)
  3. Explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include:
    - The peaceful resolution of conflicts. (k.5a)
  4. Expectations for personal behavior in school and social settings. Key concepts/skills include:
    - Acceptable behavior in classrooms and during play. (k.6a)
    - Respect for the property and rights of others. (k.6b)
    - Respect for the personal space of others. (k.6c)

### **Music Standards of Learning**

The student will:

1. Sing songs and play instruments.
  - Participate individually and in groups. (k.1a)
  - Accompany songs and chants with body percussion and classroom instruments. (k.1b)
  - Imitate two-pitch (so-mi) patterns sung or played. (k.1c)
2. Perform rhythm patterns that include sounds and silences. (k.2)
3. Sing, play or move at the appropriate time following a vocal/instrumental introduction. (k.3)
4. Respond to music with movement:
  - Match movement to rhythmic patterns. (k.4a)
  - Employ large body movement. (k.4b)
  - Employ locomotor and non-locomotor movements. (k.4c)
  - Use movement to enhance music, stories and poems. (k.4d)
  - Use the body to illustrate moods and contrasts in music. (k.4f)
5. Demonstrate the difference between a singing voice and a speaking voice. (k.5)
6. Demonstrate steady beat.
  - Use body percussion, instruments, and movement. (k.6a)
  - Use children's literature, chant and song. (k.6b)

7. Create music through a variety of experiences.
  - Use classroom instruments, body percussion, or movement. (k.7a)
  - Use the voice in speech and song. (k.7c)
8. Recognize and demonstrate expressive qualities of music: fast/slow and loud/soft (k.8)
9. Identify classroom instruments by sight and sound. (k.9)
10. Distinguish between tone colors.
  - Identify voices and instruments. (k.10a)
  - Identify men's, women's and children's voices. (k.10b)

#### Visual Arts Standards of Learning

1. Create works of art that represent personal solutions to art problems. (k.1)
2. Demonstrate self-expression through creation of works of art. (k.2)
3. Identify and use:
  - Colors (red, blue, yellow, green, orange, violet, brown, black and white). (k.3a)
  - Textures (sight and touch). (k.3b)
  - Line and line characteristics (straight/curved, thick/thin, long, short, vertical/horizontal, and diagonal). (k.3c)
  - Shape (circle, square, triangle, rectangle, and oval). (k.3d)
  - Patterns (natural and man-made). (k.3e)
4. Create a work of art that commemorates a personal or historical event. (k.4)
5. Create a self-portrait. (k.6)
6. Identify spatial relationships (left, right, top, bottom, side, center, front, back, over, and under). (k.8)
7. Describe the sequence of steps in the making of work of art. (k.9)
8. Manipulate three-dimensional art materials (pinch, pull, squeeze, twist, pound and roll). (k.10)
9. Demonstrate motor skills in painting, pasting, gluing, folding, cutting, modeling, printing and stamping. (k.11)
10. Identify people who make art as artists (e.g. painters, sculptors, printmakers, architects, graphic designers). (k.12)
11. Identify the purposes for creating works of art. (k.13)