

The following table shows topic areas and intended timelines. This is not a complete listing and time of instruction in these topics may alter from dates indicated below.

Trimester	Project Based Learning (Mandarin Language Arts, Science, & Social Studies)	Math	English Language Arts
Trimester 1 Aug-Nov Science: The Needs of Living Things Social Studies: Our Families and Our Food	Welcome to Kindergarten <ul style="list-style-type: none"> How do I greet my teachers and classmates? What are our daily routines? What are our school expectations? Science: Needs of Living Things <ul style="list-style-type: none"> How can we use our senses to make observations? What are the parts of a plant? What do plants and animals need to survive? What is the relationship between our needs and where we choose to live? How do we change the environment to meet our needs? How can we record how living things grow? What are the three basic parts of our environment (land, water, air)? What effect do my actions have upon the environment? How can I help to preserve our natural resources? Science Final Project: Plants, Animals & Environmental Protection Narrative Writing: 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:	Match and Sort <ul style="list-style-type: none"> Match and sort objects according to color, size, pattern, and function Identify whether objects are the same, similar, or different Numbers 0-10 <ul style="list-style-type: none"> Count in sequence (increasing and decreasing) Write numbers Understand the relationship between numbers and quantities Shapes & Patterns <ul style="list-style-type: none"> Identify and describe shapes (square, circle, triangle, rectangle) Shapes in our classroom, home, and community Identify pattern rules Apply rules to create and extend patterns 3-D shapes Patterns in our classroom, school and community 	Foundational Skills <ul style="list-style-type: none"> Overview of the alphabet, vowels, and consonants. Rhyming Beginning sounds: s, m, r, t, b, n, h, v, c, p, g, f, l, k, q, d, z, and w. Short vowels: a, o, and i Ending sounds: x Blending and segmenting onset and rime High Frequency Words: I, see, my, like, a, to, go, is, here, for, have Reading Topics <ul style="list-style-type: none"> We Are Readers Exploring the Exciting World of Books Readers Read, Think, and Talk about Emergent Story Books Readers Use All Our Powers to Actually Read Writing Topics <ul style="list-style-type: none"> Launching the Writer's Workshop

	<p>W.K.3)</p> <p>Social Studies: Our Families and Our Food</p> <ul style="list-style-type: none"> • Who are the people in our families? • How are families similar and different from each other? • How do families differ here and around the world? • Where do we live? • How are our homes similar and different? • What are the rooms in our home and what are their functions? • What do we eat and where does it come from? <p>Social Studies Final Project: Family Informational Writing: 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: W.K.2)</p> <p>Holidays and Festivals</p> <ul style="list-style-type: none"> • Mid-Autumn Festival • Thanksgiving 	<p>Length and Size</p> <ul style="list-style-type: none"> • Develop and extend measurement skills • Describe measurable attributes of objects using nonstandard units (cubes, shoes, etc.) • Compare two objects with a measurable attribute in common <p>Weight and Capacity</p> <ul style="list-style-type: none"> • Develop and extend measurement skills • Compare two objects with a measurable attribute in common <p>Sets and Comparisons</p> <ul style="list-style-type: none"> • Compare sets using numbers, size, length, and other measurable attributes 	<p>“When you’re done you’ve just begun!”</p> <ul style="list-style-type: none"> • Small moments • Looking Closely: Observing, Labeling, and Listing Like Scientists
<p>Trimester 2</p> <p>Dec-Mar</p> <p>Science: Earth’s Systems and Energy</p> <p>Social Studies: Our Community</p>	<p>Science: Earth’s Systems and Energy</p> <ul style="list-style-type: none"> • How do we report the differences in daily weather? • How can the weather change from day to day? • What are the four seasons? • How can we make predictions related to seasons? • How does the weather change throughout the year? • What are the effects of sunlight on the Earth’s surface? <p>Science Final Project: Weather Opinion Writing: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name</p>	<p>Numbers 0-20</p> <ul style="list-style-type: none"> • Count in sequence • Write numbers • Understand the relationship between numbers and quantities • Understand that each successive number refers to a quantity that is one larger <p>Number bonds</p> <ul style="list-style-type: none"> • Build number bonds within 1-10 • Break apart numbers less than or equal to 10 <p>Addition</p>	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Blending and segmenting phonemes • Initial phoneme substitution • Consonant Digraphs: sh, ch, th • Beginning sounds: y and j • Short vowels: e and u • High Frequency Words: said, the, play, she, are, he, you, it, in, up, look, we, little, down, can, not, one, me, big, come, blue, red, where, jump, away, help, make, yellow

	<p>of the book that they are writing about and state an opinion or preference about the topic or book. (CCSS: W.K.1)</p> <p>Social Studies: Our Community</p> <ul style="list-style-type: none"> • Who are the people within our community? What are their jobs and how do they help me? • How does each person in the community play their part? • What are some common places in our community? • Where do I live? • What is my street, city, country, and continent? • What are some countries around the world? • How do communities differ here and around the world? • How can maps and models tell us more about our community? <p>Social Studies Final Project: Me on the Map Informational Writing: 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: W.K.2)</p> <p>Holidays and Festivals</p> <ul style="list-style-type: none"> • Winter Holidays • Black History Month • Chinese New Year 	<ul style="list-style-type: none"> • Represent addition with objects, fingers, mental images, and drawings • Understand that addition is the process of putting numbers together • Solve addition word problems • Turn math stories into number problems <p>Subtraction</p> <ul style="list-style-type: none"> • Represent subtraction with objects, fingers, mental images, and drawings • Understand that subtraction is the process of taking apart and taking away • Solve subtraction word problems <p>Base 10</p> <ul style="list-style-type: none"> • Compose and decompose numbers from 11 to 19 • Read 2-digit numbers and represent them with manipulatives and combinations of tens and ones 	<p>Reading Topics</p> <ul style="list-style-type: none"> • Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books • We can Be Reading Teachers: Teach Yourself and Your Partners to Use All You Know to Read • Learning about Ourselves and Our World: Reading for Information <p>Writing Topics</p> <ul style="list-style-type: none"> • Writing Pattern Books to Read, Write, and Teach • Raising the Quality of Small Moment Writing • Procedural Writing: How-To Books • Informational Books
<p>Trimester 3</p> <p>Apr-June</p> <p>Science: Force and Motion</p>	<p>Science: Force and Motion</p> <ul style="list-style-type: none"> • What is motion? • How can we describe our movement? • What are some basic directions? • How do push and pull affect the motion of an object? • What tools do we use to push and pull objects? 	<p>Numbers 0-30</p> <ul style="list-style-type: none"> • Count in sequence • Write numbers • Understand the relationship between numbers and quantities <p>Time and Calendar</p> <ul style="list-style-type: none"> • Introduce the analog/digital 	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Blending and segmenting phonemes • Phoneme substitution • Long vowels: a_e, i_e, u_e, o_e, • High Frequency Words: two, run, find, three, was, on, but, at, with, do, get,

<p>Social Studies: When We Grow Up</p>	<p>Science Final Project: Force and Motion Narrative Text: 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: W.K.3)</p> <p>Social Studies: When We Grow Up</p> <ul style="list-style-type: none"> • What makes school fun? • How is our school unique? • What is my favorite thing about school? • What will I do over summer vacation? • What do I want to be when I grow up? <p>Social Studies Final Project: What I Want to Be When I Grow Up Opinion Text: 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. (CCSS: W.K.1)</p> <p>Holidays and Festivals</p> <ul style="list-style-type: none"> • Earth Day • Mother’s Day • Dragon Boat Festival • Father’s Day • Kindergarten Graduation 	<p>clock focusing on the hour hand</p> <ul style="list-style-type: none"> • Learn to tell time, dates, and months <p>Numbers 0-100</p> <ul style="list-style-type: none"> • Count in sequence • Write numbers • Understand the relationship between numbers and quantities • Count to 100s by 1’s, 10’s, 5’s and 2’s. <p>Money</p> <ul style="list-style-type: none"> • Introduce penny, nickel, dime, and dollar value • Count and exchange coins and bill combinations 	<p>went, no, want</p> <p>Reading Topics</p> <ul style="list-style-type: none"> • Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books • Readers Get to Know Characters by Pretending and by Performing Our Books • Giving the Gift of Reading: Reading Across Genres <p>Writing Topics</p> <ul style="list-style-type: none"> • Authors as Mentors • Informational Books in Science • Poetry and Songs
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